SENIOR ART

Senior art projects on display at the Emerson Gallery
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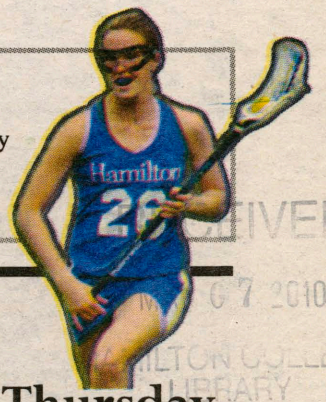
FULBRIGHT 2010 WINNERS

Find out more about Hamilton's Fulbright winners
See page 10

WOMEN'S LAX

Undefeated team to host Liberty League championship
See page 16



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Volume L Number 25

College Announces Diversity Initiatives

Multi-cultural Peer Mentoring Project beginning next semester, Chief Diversity Officer position created, Ferry Building proposed as location for Cultural Education Center

by Dan Steinman '12
News Writer

In Hamilton's 2009 Strategic Plan, the College set "fostering [its] commitment" to a more "inclusive community" as one of its four fundamental priorities. Eighteen months later, the administration is making progress towards that goal.

Future CEC Location

Moving forward to fulfill a specific goal laid out in the 2009 Strategic Plan, Director of Physical Plant Steve Bellona is evaluating the Ferry Building as a possibility for housing the Cultural Education Center (CEC). The Ferry Building currently houses the Computer Science Department, but there are plans to relocate it to the Science Center.

Bellona has been in discussions with Acting Consulting Director of the CEC Madeleine Lopez and a local architect about how the Ferry Building could be renovated to serve the needs of co-curricular programming. Lopez was enthusiastic about plans to use the Ferry Building and said it would "be great to be in the middle of what is going to be the center of student action, between the [ELS] student center and ALCC [Afro-Latin Community Center] and in proximity to Martin's Way."

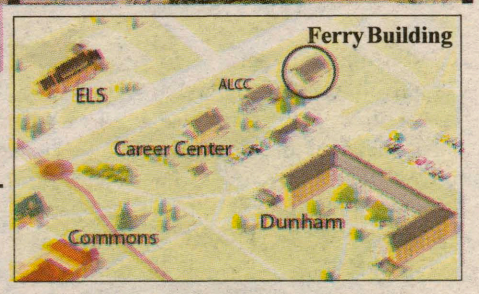
The Consortium of High Achievement and Success (CHAS), an organization of liberal arts colleges of which Hamilton is a member, has awarded a grant to hold faculty-led discussions on campus. Lopez believes the new CEC would be an ideal forum for those discussions.

Bellona said a renovation would most likely include mechanical and

see ***CEC,*** *page 2*

PHOTO BY ANDY RICHARDSON '10

The Ferry Building is currently home to the Computer Science department.



New Functions for ELS Mean Big Changes for Bristol Center

by Emily Delbridge '13
News Writer

Upon completion of renovations in August, the new Emerson Hall (ELS) will take on functions historically served by the Bristol Center. The Hamilton bookstore, radio station, student media publications and student activities offices are all moving to ELS, right in the center of campus.

Ian Wayne '12, music director and DJ of WHCL 88.7 FM, Hamilton College Radio, said he is excited about the new facilities he and the station's staff will be using, both for the new equipment and for the new, central location. "The biggest difference is that we will have a really awesome production studio," he said.

With a view overlooking Martin's Way, the station's new site in the ELS building has the potential of attracting more community interest than does its old position on the peripheries of campus. Wayne hopes that their more accessible location will "give the radio station a greater presence on campus."

ELS will also introduce a new snacking option to the campus. Contrary to popular belief, Starbucks is no longer being considered as a potential vendor. Director of Auxiliary Services Irene Cornish affirmed that whichever vendor is finally chosen, it "definitely won't be another coffee operation," and Bon Appétit will not operate it.

The most likely choice at this time is Euphoria Smoothies, which, in addition to health-conscious smoothies, provides stuffed pretzels and other snack foods. Cornish said that the final decision would be made in a matter of weeks, and that, whatever decision is reached, it will "bring something new [to the campus] that would fill a niche."

The Bristol Center, once envisioned as the heart of student life on campus, will undergo a gut renovation, featuring a new office on the first floor, and updates for the heating, air conditioning, plumbing, electrical system and windows. As Associate Vice President for Facilities & Planning Steve Bellona explained, contingent plans foresee moving campus safety, the career center, health services and student counseling into the first three floors of the building. The fourth floor will continue to serve as a hotel for visitors.

Bellona said, "The goal here is still to have [the Bristol Center] as a student services building." The College hopes consolidating services in Bristol will allow for better management of student resources and improved communication among those providing services.

The Bristol Hub in the basement of the building has long served as a social space, specifically as a host for all-campus parties. Bellona said the Hub will remain for the time being, but will not be a party space in the long run. It will most likely be transformed into an "entertainment area." After the proposed renovations, the Hub will most likely be used as "a less formal Dwight Lounge, but it may support other functions around campus as well."

Financial Aid Office Dealing with Challenges of Economic Recession

by Evan Klondar '11
Editor-At-Large

Approximately half of all students on campus are affected by financial aid, but for many it is a foreign process, locked away in the Siuda House.

The financial aid process has changed significantly over the last decade. The budget used to be smaller - it has increased from $14 million to $25 million over the last ten years. In addition, merit scholarships were eliminated after the Class of 2011 was admitted; those funds were transferred to the general scholarship fund.

According to Dean of Admissions Monica Inzer, this step was taken for two reasons. First, the difference between scholarship and non-scholarship students became "razor-thin" as the years went on. Second, Hamilton sought out the best applicants, and eliminating merit scholarships allowed the College to "put as much money into the need-based financial aid budget as possible so that we could admit the most talented candidates."

Both the budget increases and elimination of merit scholarships steps were taken in preparation for

see ***Financial Aid,*** *page 2*

PHOTO COURTESY OF ANDY RICHARDSON '10

Professor Stephen Wu and his Labor Economics class.

Economics Students Put Youth to Test with Survey on Economy

by Kerry Q. Coughlin '11
News Writer

A poll conducted by a panel of students in Labor Economics found black and Hispanic youths to be more optimistic about the future than white youths.

Using funding from the Arthur Levitt Public Affairs Center, this poll was one of a series conducted at Hamilton to analyze the views of young people on topics such as climate change, gun control, gay rights, immigration and abortion rights.

This year, Associate Professor of Economics Stephen Wu volunteered his Labor Economics class to conduct a poll. Wu and his students began thinking of ideas during the first week of class. "Since it is an upper level economics class, it made sense to ask questions about the recession and the overall health of the economy," said Andy Richardson '10.

"There is an abundance of data regarding the adult population in light of the recent financial crisis, but there is a lack of data regarding the youth population," said Joseph Buicko '11. With that in mind, the students decided to conduct a survey on youth attitudes and expectations of the economy. The first portion of the poll was designed to get a sense of participants' knowledge of the economy.

"We also designed questions to look at attitudes towards the economy as well as future expectations and their views on important issues such as health care, social security, presidential approval and who is to blame for the recession," said Richardson.

The research was done in collaboration with the Knowledge Networks Panel, an online non-volunteer access panel whose members are chosen through a statistically valid sampling frame covering 99 percent of the United States population. Through this organization, the students were able to survey 812 high school sophomores, juniors and seniors across the United States.

Each of the nine students

see ***Econ. Students,*** *page 3*

Aid Process Complicated by New Policies and Economic Downturn

*from **Financial Aid**, page 1*

going need blind.

In preparing for the current need blind policy, the College ran a "need-blind experiment." This meant that the Class of 2012 and Class of 2013 were originally screened without consideration of need. After the Admissions Office made its admissions decisions, the Financial Aid office looked at the cost of admitting the students. By comparing the students they wanted to admit to the students they could afford to admit, the Office of Financial Aid was able to estimate the cost of going need-blind annually. They found that it equals approximately $500,000 per class-year each academic year.

Need-blind policies were first fully implemented for the Class of 2014. In order to determine a student's financial need, the College collects data from the Free Application for Federal Student Aid (FAFSA) and combines it with information submitted by the student's family. Together, these items show a student's "demonstrated need," and by going need-blind the College promises that it will meet all demonstrated need.

All domestic students in the Class of 2014 were considered without regard to financial need. International students are not admitted need-blind; there is a set amount of aid budgeted for all international students, which totals between 10 and 15 percent of the financial aid budget every year.

Going forward, the economy will present challenges to the financial aid office. As a result of the recession, 65 students faced an "unforeseen economic hardship." These students experienced a situation in the middle of the school year that changed their financial circumstances. For some, one or both parents lost a job. For others, home foreclosure became an issue. In every case, the Office of Financial Aid accommodated the student's situation and ensured continued enrollment.

Another factor affecting financial aid is the recent health care legislation passed through Congress, which included a student loan reform bill. The bill makes the government a direct lender, taking out the subsidized private loans that existed previously. Dean Inzer said that there will be "growing pains on the government side" as the legislation takes effect. For instance, she observed that the Department of Education's loan website crashed on its first day in operation. However, she said that the changes in legislation would have "no impact on [students] getting student loans in a timely matter."

Dean Inzer described Hamilton's philosophy with regards to financial aid as "counter-culture." She noted that many institutions, especially less selective ones, leverage financial aid to "buy" the best students by offering them major discounts on their education. However, elite colleges like Hamilton are able to take a "good risk" on excellent students who demonstrate the most need.

Going forward, the troubled economy will continue to present a challenge to the Financial Aid Office. In addition, the College must raise $40 million over the next few years to fund the need blind guarantee. This will provide enough additional endowment revenue to guarantee the required $2 million per year to fund a need-blind admission policy. These and other, unforeseen challenges will continue to impact the Financial Aid office well into the future.

New Resources and Buildings Devoted to Diversity Initiatives

*from **CEC**, page 1*

electrical work, roof repair, window replacements for energy efficiency, installation of a first floor bathroom and the addition of handicap accessibility. It would also include major structural changes to open up a larger space for CEC events on the ground floor. Such a space was identified as a central need by last year's joint student faculty task force investigating CEC building possibilities.

The renovation plan would require the approval of Hamilton's Board of Trustees, since its budget would exceed $100,000. An anonymous donor has offered to cover a substantial amount of the cost. The proposal will be brought up at the next meeting of the trustees over the weekend of June 4.

Karen Leach, Hamilton's vice president of administration and finance, was optimistic about the vote. "We don't foresee any problems with this being approved [by the Board of Trustees,]" she said. But, she commented, "Sometimes these things are delayed."

If approved in June, Bellona said the project would begin over the summer and at the earliest be complete by late September or early October. English Professor Steve Yao serves as the Associate Dean of Faculty for Diversity Initiatives. When asked about plans to designate the Ferry Building as the permanent residence for the CEC, Yao commented, "I think it's an important milestone for the College." He said a renovation would demonstrate the College's "commitment to establishing a welcoming environment for everybody."

Peer Mentoring Project

In the coming academic year, Hamilton will be piloting a new program for first-year students. The Multi-cultural Peer Mentoring Project (MPMP) will aim to ease the transition for incoming students who may have particular difficulty adjusting to life on the Hill. These include international students, first-generation college students and students from underrepresented groups.

Allen Harrison, associate dean of students for diversity and accessibility, is organizing the mentors. "I'm excited about the program," Harrison said. "I think it's something that long-term can have a major impact on the institution beyond just working with students a lot when they're here."

MPMP will most likely employ a few students for leadership roles among the mentors but will rely primarily on volunteers from the rising sophomore class to counsel their less experienced peers. Harrison hopes to begin the program during orientation and continue it throughout the academic year.

He described the mentors' role to include introducing first-years to the campus and its various resources, such as career services. In addition, mentors will provide an opportunity for the students to take part in professional development and preparation for graduate or professional school after graduation. MPMP would also aim to encourage participation in activities like student government and other on-campus organizations. According to Harrison, the program will attempt to show students that they should not hesitate to take advantage of what Hamilton has to offer and teach them that "they are the face of Hamilton" just as much as other students.

This coming academic year, MPMP will be funded through the Dean of Students multicultural affairs budget. Assuming the program continues, Hamilton's Class of 1963 will be creating an endowment to support the program as their 50th anniversary gift in 2013.

Chief Diversity Officer

In another demonstration of the administration's commitment to diversity, the Dean of Faculty position Yao currently fills will be elevated to the level of senior staff member. On April 28, President Joan Hinde Stewart announced the post of Chief Diversity Officer (CDO). Stewart said she hopes to make an appointment of a tenured faculty member to the role of CDO by July 1. The original position was established in 2007.

Yao said the change is "absolutely positive" for the College. "This position will serve to coordinate the range of diversity efforts here at Hamilton," he explained. "It will also serve as a channel through which ongoing concerns relating to diversity and inclusiveness can be voiced directly to senior staff."

Dean of Students Nancy Thompson commented, "I think the CDO position will provide real leadership around these issues." Leach, who works with the senior staff, stated, "We work as a very close-knit team and debate a lot of wide-ranging issues." The CDO, she continued, "will have a lot of input into on-campus issues." Leach stated that administrators are well aware of diversity issues at Hamilton. "We just need someone to offer new ideas," she said.

AMHERST BATES BOWDOIN COLBY CONNECTICUT COLLEGE

NESCAC NEWS

by Amanda Jordan '10
News Writer

Connecticut College

On April 29, Connecticut College held its second annual Get Yourself Tested (GYT) Day in collaboration with the State of Connecticut. On GYT Day, students were able to visit the Student Health Center from 9 a.m. to 5 p.m. to get free tests for gonorrhea, chlamydia and HIV. This was part of the GYT campaign that advises students and others that a simple STD test can keep them healthy and potentially save lives.

According to Connecticut College's Director of Health and Wellness C.C. Curtiss, "The program went so well last year that the state decided to continue funding it for college campuses." Additionally, Curtiss commented on the many advantages of a GYT Day, saying, "The event de-stigmatizes STD/HIV testing, eliminates any financial barriers and promotes sexual health."

Colby College

On graduation day this year, Colby College seniors will be wearing graduation gowns made from recycled bottles, along with University of New Hampshire (UNH), Hamilton College and graduates from other colleges and universities nationwide.

Instead of the standard petroleum-based polyester gowns, many manufacturers are now making biodegradable gowns or gowns made from recycled plastic bottles that can be recycled or reused. They claim that in addition to being softer and more breathable, the gowns are indistinguishable from traditional graduation gowns. The manufacturer Jostens currently makes gowns of acetate, a material made from using sustainable harvested trees, which decompose in landfills within a year.

Prices of these "green" gowns vary from $16.25 for a cap and gown at UNH to $34 at the University of Vermont. The wholesale price is on average a couple of dollars more than traditional gowns, although some schools do not make students pay this difference.

Middlebury College

Middlebury College received 7,978 first-year applications this year for 580 spots in the fall and 90 in February. This marks a 16 percent increase in applications from last year. Even though the population of high school graduates has remained stable, applications at many other colleges and universities have increased this year as well.

Bob Clagett, dean of admissions at Middlebury, said, "That means that our increases in applications are most likely the result of students' applying to more colleges than they used to and that makes it more difficult for us to predict how the students who are admitted will behave." In order to deal with this uncertainty, Middlebury accepted 150 fewer students than last year and expanded its waiting list.

Clagett said that some years Middlebury does not take any students from its waiting list. However, Middlebury admitted 50 students from the waiting list last year. Due to the huge increase in applicants, Clagett said, "We deliberately played it quite conservatively this year, since we did not want to run the risk of having a larger fall term enrollment than we can accommodate."

MIDDLEBURY TRINITY TUFTS WESLEYAN WILLIAMS

Student Assembly Update

by Eve Denton '12
Student Assembly Correspondent

Formal presentation day during reading week?

Two major changes to the Hamilton academic calendar are being discussed among the College faculty. The first is the possibility of adding a day during either Reading Period or Finals Week for class presentations. The current policy does not allow teachers to use their final exam time period for anything besides tests, and many instructors feel that they are squeezing presentations into the final weeks of class.

The overall feeling of Student Assembly towards this change was negative. Members worried that a day devoted to presentations could encourage professors to add a presentation requirement that did not exist before. This would increase the possibility of classes ending with a final paper, final exam, and final presentation. An additional concern is that lumping all presentations onto one day will be too much for students to handle and create an increased stress level. A shift of presentations to a day during finals week would add more pressure to the week instead of allowing students to present ahead of time and reserve the week for exams and papers. One member felt that the reading period is already too short, and more time should be added to it instead of increasing the workload.

The second change being discussed is the start date of Hamilton's spring semester. It currently falls on Martin Luther King jr. Day, which some feel is disrespectful to the holiday. The biggest issue with changing the start date is that both semesters must have an equal amount of days, meaning the missed day would need to be made up sometime during the semester. The only available make-up time would be during Spring Break or Finals Week, neither of which were seen by the assembly as viable options. Student Assembly suggested that the time instead be used to embrace diversity, with professors discussing Martin Luther King jr. or diversity in the classroom.

Vote to clarify the Honor Code

Student Assembly voted at the May 3 meeting to make several additions and clarifications to the school's honor code. The motions proposed all passed the assembly and were placed on the May 5 student ballot, where a 2/3 majority will officially clear the changes to the code. Most of the changes were simply to clarify sections that were considered unclear. In addition to these minor changes, the assembly voted to allow an XF (a sign of a student's dismissal from a class due to academic dishonesty) to be changed to a regular F two years after the incident if no other incidents have occurred, or upon graduation. This was done because it is felt that transcript should not be altered post-graduation. In calculating a student's GPA, XF will be the equivalent of an F, since FF has been removed from the grading scale. Additionally, students facing their second violation will be allowed to skip the Honor Court hearing and accept their expulsion.

PHOTO COURTESY OF MEGAN BUMB '10

The Senior Gift Committee is close to reaching its goal of 98 percent participation.

Senior Gift Reaches 94 Percent Participation

by Nick Stagliano '11
News Contributor

The Class of 2010 and the Senior Gift Committee announced on Friday, April 23, that they reached their 90 percent participation goal for the Environmental Endowment Fund. The Board of Trustees rewarded the class with an additional $4,500 for the Fund, bringing the board's total giving to $10,000. In the next few weeks before Commencement, the Committee will ratchet up support from their class in the hopes of reaching the final 98 percent participation goal.

Megan Bumb '10, co-chair of the Senior Gift Committee, said of the Senior Gift and its importance to the Class of 2010: "As I see it, this Gift is an opportunity for us as a class to give back to the school that has given us so much. It's a chance to say thank you to the institution that has been a prominent factor in our development, and one that will continue to be a part of us for the rest of our lives. It's hard to imagine life without Hamilton." She added, "With our Senior Gift, we can do our part to ensure that Hamilton remains an institution of excellence."

To date, 94 percent of the Class of 2010 has given to the Environmental Endowment Fund.

A Word From the Class Presidents

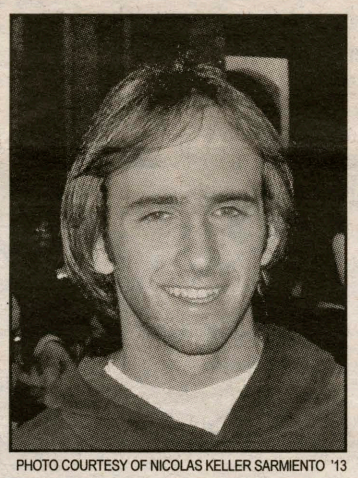


PHOTO COURTESY OF NICOLAS KELLER SARMIENTO '13

Nicolas Keller Sarmiento '13

We only have four years here. In a couple of days, that will be down to three years. Time goes by really fast.

We all know that the class of 2013 has an awesome group of people. As your future class president, I challenge you to get to know each other. I encourage you to break down socially constructed barriers, prejudices and stereotypes to see our classmates for who they really are. I would hate to get to senior year having hung out with only a handful of people and think: "I wish I'd gotten to know more people and made more friends".

Seize the day. The time is now. Let's make the most of these four years.

Freshmen are the new students. Juniors are the ones who are going abroad. Seniors are the ones who are finishing. Sophomore year is naturally an "in between" year. It is up to us to make it amazing. I plan to organize events and activities geared towards sophomore bonding. I have a few ideas in my head, but I am open to any (and every) suggestion.

Thank you very much to everyone who voted for me. I will not let you down.

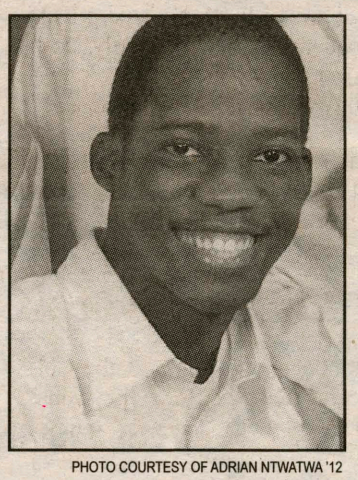


PHOTO COURTESY OF ADRIAN NTWATWA '12

Adrian Ntwatwa '12

My name is Adrian Ntwatwa and I am proud to be the new president of the Class of 2012! It was a tough one-horse race, but I think I soundly beat whoever people wrote in that "Other" category, so thanks for all your support.

Those of you who have met me know that I am an approachable and open-minded person. It is with this same attitude that I intend to lead as Class President; reaching out to fellow rising juniors to make sure you all feel you are represented by the Student Assembly. Having been Vice-President, Co-Chair and Cultural Chair of three different organizations, I have the necessary experience to get the job done.

So there you go, you know more about me, so all you need to do is come to the next Student Assembly meeting and I will tell you how to pronounce my last name!

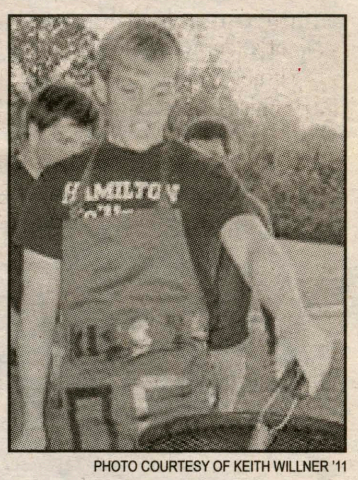


PHOTO COURTESY OF KEITH WILLNER '11

Keith Willner '11

First of all, thank you Class of 2011 for electing me president. With that settled, let's talk about what I hope to accomplish next year.

I plan to continue to make Student Assembly accessible to the entire class. My fellow representatives and I are always available for conversation, but we will make special efforts to reach out and hear what you have to say. If I can help it, we'll try and have some fun at the same time, like we did with the smash hit barbecue last fall.

Second, I hope to hold some class bonding activities. I also hope to use the money we've raised over the years to bring back the Hamilton Co'llege shirts or the rugby shirts. Let me know which you would prefer.

Finally: Most Awesome Senior Week Ever!

This is what I have in mind for us, Class of 2011. If you have any comments, concerns, or other ideas, I would love to hear from you. Stop me when you see me around campus, or shoot me an email at kwillner@hamilton.edu.

Econ. Students Assess Youth Attitudes Towards Economy

*from **Economy**, page 1*

contributed to the polling process and analysis of results.

For example, Adam Vorchheimer '11 worked on regression analysis. He looked at the relationship between demographic factors and how students performed on the quiz of basic economic knowledge. He also analyzed how demographic factors influenced students' views of President Barack Obama's performance.

The only variable found to be significant was race. Black and Hispanic students were found to be more supportive of Obama than white students and more accusatory towards former president George W. Bush and less accusatory toward Obama for the current financial crisis than white students.

Additionally, black and Hispanic students were more optimistic than white students that they would have a better standard of living than their parents.

"Since we have controlled for the effects of income and parental education in our regression, I believe this result provides empirical evidence for 'the Obama Effect.' That is, blacks and Hispanics, in general, are more optimistic about the future because they approve so strongly of the current president," said Vorchheimer.

Overall, students in the class were surprised by some of the results.

"I thought it was interesting that despite the vast media coverage surrounding the financial crisis, economic knowledge among the youth population was not very high," said Buicko. "Furthermore, the fact that race played such a significant role in expectations about one's future standard of living and opinions on accountability for the financial crisis were also very interesting."

Putting the Value in Evaluations

At the end of every semester, students are asked to fill out course evaluations. According to faculty members, most students respond with the bare minimum amount of detail and provide little constructive feedback. In order for Hamilton to make meaningful improvements to its courses, two things must change: students have to realize the importance of the course evaluation system, and the evaluations need to have a more obvious impact.

The administration has already recognized some of these problems and is changing the process accordingly. Asking the students to "evaluate" their professors instead of "describe" them helps to avoid one-word answers that are typical of the busy student. This change has opened the door to more constructive criticism and encouraged students to express their opinions. In addition, the improved numerical rating system has helped to produce more useful feedback from students.

Because evaluations are critically important to the course improvement process, more should be done to encourage students to complete them. The best way to ensure student cooperation is making the evaluation process worth our time. Currently, the only motivation for students to complete evaluations is the threat to withhold final grades for two weeks. This negative incentive should be replaced with a positive one. For example, because evaluations provide a wealth of information on professors and their classes, the College could publish some information from the results. Developing a way to publicize these results would help students decide which classes to take and would make completing course evaluations a more essential civic duty.

Additionally, the scheduling of the evaluations can be improved. One option is giving students mid-semester evaluations, which would improve the experiences of both students and professors as a course progresses. Additionally, as it stands, the current evaluation system does not account for final exams. While it is true that completing an evaluation after finals might negatively influence students' views, offering an optional evaluation after finals could help provide professors with feedback on the biggest tests and papers of the year.

Although there is room for improvement in the course evaluation system, the College has recognized this problem and is beginning to address it. As the College's effort continues, we need to do our part and take the evaluations seriously.

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Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

Nevertheless, *The Spectator* has the following policies for submission:

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2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. The Spectator reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

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Travel Guide to Hamilton's January-Admit Program

A look at this year's Jans' transition to life on the Hill

by Keith MacArtney '13
Opinion Editor
and Emily Soukas '13
Opinion Contributor

JANUARY ACCEPTANCE: ***The REALLY Big Envelope***

When the majority of this year's freshmen class opened their MyHamilton for the first time to check their application status, they saw "Congratulations on your acceptance to Hamilton's Class of 2013." The MyHamilton of a Jan read pretty much the same; however, there was a clause: "… in January 2010."

On Hamilton's application supplement, we were all asked if we would like to be considered for the January-admit program. Many of the Jans opted away from the Jan program, yet were still chosen by the Admissions officers to spend their first semester away from the Hill. Why? Because it takes a certain personality to make it through the Jan program alive, and the Admissions Office knows that well.

Tom Youngblood '13 said, our Jan program is "one of the most underrated components of Hamilton's Admissions Office."

The Admissions officers are always looking into the best interest of the Jans and making the program as successful as possible.

According to the Admissions Office, "Each year, after we have filled the places in our August class, there are students, who because of their academic potential, strength of character, and personal qualities, we are still eager to admit. From this group, we identify those whose demonstrated independence and intellectual curiosity and lead us to believe that they will make good use of the fall semester, and offer them a place in the January class."

Due to this Jan program, at any given time on the Hamilton campus, there are five different classes in session: freshmen, sophomores, juniors, seniors and Jans. The Jans are a unique species, a group of forty or so each year who spend their first semester of college off-campus. Whether they travel to London or do something on their own, when the Jans finally come to campus in cold January, they are predestined to the Jan-persona that has been created by the many Jans before them.

ACADEMICS:

One of the most difficult aspects of the transition to life on the Hill for a Jan is academics. The academic program here at Hamilton is far more rigorous than that of the NYU in London program.

Aaron Whiteman '13 said, "The leniency of the professors in the NYU program [in London] made the transition to Hamilton a bit difficult at first."

At the same time, however, it is easy to admit that the two academic experiences should not be compared. Classes were scheduled so that we had the time and opportunity to immerse ourselves in the culture. They were not the same as the classes here because we were in a city. Each class was based on cultural experience rather than in-class lecturing. For example, many students signed up for classes not based on their academic interests but on the experiences the courses could provide them. Classes such as A History of London or History of Western Art II or British Cinema were classes that required us to acquaint ourselves with culture and history through experience.

In the words of Christina Giordano '13, "The classes in London were interesting, thought provoking, and applicable to our environments."

Gillian Dudeck '13 said, "Academically, the program did a great job of taking advantage of the educational opportunities outside of the classroom. Every class that I was in had a field trip exploring London that was related to what I was learning in class."

Altogether, the academics provided with a culturally enriching experience, much different from that of classes on the Hill.

NON-LONDON JANS: ***How was London? I didn't go.***

Four of the thirty-eight Jans opted away from the London program that Hamilton strongly recommends to its Jans upon acceptance. Strangely enough, the "non-London Jans" seemed to have little to no problems adjusting to life on the Hill.

Stephen Wright '13, who spent his fall semester doing research on a rare disease at the BU Medical Center, was also able to take some night classes and get his EMT certification. He said, "While being a Jan made freshman year go by quickly, it was definitely a good choice."

Graham Higgins '13, who spent his fall at the University of St. Andrews in Scotland, contributes the ease of his transition to his involvement on the lacrosse team. At the same time, after de-pledging from one of Hamilton's fraternities midway through the pledging process, he suggests that Greek life was not the right way for a Jan to acclimate to Hamilton.

After a semester working as a teacher's assistant at a charter school for seventh and eighth graders in Newark, New Jersey, Virginia Savage '13 thanks this year's group of Jans for her easy transition. She said, "I never expected to feel so comfortable here this quickly. I do think that acclimating would have been much more difficult had I been surrounded by a different group of Jans, … which is a credit to the caliber of people [the Jans] are. Obviously there are some days when I wish I could jump in with my own London references, but missing London had little to no effect on my adjustment to Hamilton."

ARRIVING ON THE HILL: ***From Bustle to Bubble***

Finally getting to campus in January was amazing. To reunite with one another after spending a month apart was a blast. Orientation leaders were excited to work with us because we knew one another and were already friends.

As Sarah Sidford '13 pointed out, "It was nice to have just the 38 of us on campus to not have to worry about meeting new people right away."

The Jan orientation program gave us a chance to get our bearings, bond over Hamilton Serves and test drive what it is like to be a college freshman without having the entire campus here to overwhelm us. That being said, when everyone finally did arrive, there were only 38 of us making the awkward transition that our other classmates had already battled in the fall.

For most, Commons was terrifying. Instead of possibly knowing one of your 450 classmates, you only had 37 others to look for. Those who did a pre-orientation program (AA/USE), such as Jane Barnard '13, had an easier time: "Having friends from AA really helped in the transition because they were able to introduce me to their friends, who introduced me to other friends."

Interestingly, not only did the rest of the campus seem to expect us to adapt instantly, but most of us put a lot of pressure on ourselves to adapt instantly as well. When that didn't happen right away, it was stressful.

On top of being awkward freshmen, we also had to get used to going from a bustling city to Clinton. We had to transition from making our own agendas to following a much stricter schedule. It was great not having to buy groceries daily and cook for ourselves, but it was also difficult not to be able to get up and go when we want to. There are no longer weekend trips to Edinburgh or even a trip to the Royal Academy of the Arts to see Anish Kapoor's latest exhibit.

For most of us, we felt like we took a step backward when we got to campus in the sense that the maturity and independence gained during our first semesters was no longer as applicable to our environment on the Hill, especially in regards to our living situations.

We can all agree that some of the dorms provide a closer-knit community than others. Of the Jans, 13 were placed in South, 21 were placed in Dunham, and 4 were placed in dark side dorms. The Res-Life Office gave its best effort to keep us all centrally located on campus. In the end, Jans living in South had a better living situation for the transition due to the setup of the rooms and the close community of freshmen within the dorm itself.

According to Barnard, a resident of South, "I did not find the transition hard at all. I was lucky to be placed on a floor of kids that wanted to meet us, and my roommate and I ended up being really good friends with most of them."

Moogie Scott '13 expressed her feelings about being placed in a Dunham quad with 3 non-Jan freshmen: "They were very welcoming and helped my transition go much more easily, though I am pretty envious of my friends with split doubles. Dunham quads are cramped to say the least," especially when placed with roommates who have already acclimated to each other's ways.

GETTING INVOLVED:

Jans are known for their ultra-involvement and outgoing personalities; it's one of the reasons the Admission Office chooses us. That being said, when we got to campus some found it difficult to find appropriate and adequate extracurricular activities. Our only means of getting involved with clubs or organizations was to keep our eyes peeled to opportunities presented through email. Even so, Jans were closed out of some options that were available to freshmen in the fall, such as certain a cappella groups, jobs with the Admissions Office, and EMT positions, just to name a few. Some Jans were able to "hit the ground running" by applying and interviewing for student leadership positions in several prominent student organizations such as Student Assembly and *The Spectator*. Others came to campus set on participating in athletics or auditioning for a theatrical performance, which proved to be some of the most effective ways of transitioning to campus.

GREEK LIFE: ***Is it worth the cold (hot?) feet?***

Another way in which many Jans transitioned socially was by joining a society. Approximately 75% of the Jans are involved with a Greek or non-Greek (ELS) society. Societies presented themselves immediately as a way to make friends. Often, fraternities and sororities seek out Jans because we are likely to accept their bids due to our lack of knowledge of the campus and interest in making new friends.

According to one Jan, "Rushing Jans is an easy way to fill up their pledge classes."

In general, pledging proved to be highly advantageous socially for those who participated; however, those who did not pledge were handed a more difficult transition, simply due to the high number of Jans who did decide to group off into Greek societies.

Dan Knishkowy '13 said, "Greek life definitely had an effect in our transition; it both brought kids into social scenes, making it an easier transition, and broke our 'Jan clique' apart," making the transition more difficult.

For Rachel Shay '13, pledging affected her transition: "Though pledging gave me a set group of friends, I also feel like I cut myself off from the campus… Now that pledging is over, I feel kind of lost."

In addition, Jans, already at a disadvantage academically, struggled even more due to the time commitment that pledging presented.

Other schools with mid-year programs, such as Middlebury, do not allow pledging to start until sophomore year, or, in the case of Skidmore, simply do not have Greek life at all.

Perhaps Hamilton should adopt sophomore pledging as a policy, considering our growing Jan program. After all, how fair is it to ask the Jans to decide within their first two weeks on the Hill who they want their friends to be for the next three years?

CONCLUSION: ***An Overall Great Program***

The experiences we had fall semester outweigh any downsides to the transition to the Hill. That being said, having the Jan program is not the problem. Instead, we need to develop the Jan program so that transition is easier. We recognize that transitioning to college is not easy for anybody, but imagine what it's like being a Jan on top of it. Perhaps you can sympathize with the challenges that Jans face in our transition to the Hill.

In the words of Trevor Howe '13, "Being a Jan was amazing, and I made some of the closest friends of my life. I became more independent, more cultured, and more aware of personal obstacles and goals. There have been challenges, yes, but in the end I have very few complaints about my experiences as a Jan. But, in regards to integration, I can honestly say that I am more than looking forward to sophomore year."

With sophomore year just a few months away, we, as Jans, have something to look forward to that the rest of the Hamilton community has already experienced – our first fall in central New York.

Letters to the Editor:

Re: Politeness

I am an 11 year old girl who was shocked by the lack of thank yous said to me on Sunday at the 2010 Housing Lottery. I was helping my dad at the lottery, and I decided to hold the door open for a passing student, and as they walked out they did not thank me or even acknowledge my presence. I was very surprised by the impoliteness of this student.

For the next 2 hours I held the door open for every student that had left, and I kept a chart of how many students I held the door open to all together, and how many said thank you and how many did not. I held the door open to all together 102, and only 53 thanked me. The other 49 did not. About half of the 49 once again barely acknowledged my presence.

This just surprised me because I have been taught since kindergarten to say thank you when someone does something nice for me, and I expected someone in college would have learned this by now. I am writing this letter in the hopes that people would realize how important politeness is to me and others around them.

Emily Landry

Re: Points for Streaking

As many know, recently six students each received points for streaking. All of them are close friends of mine and the whole situation has rubbed me the wrong way.

I would like to start by making note that streaking is against the law. I understand that the administration cannot simply stand by and watch as students run through campus naked, and that the College has a legal obligation to hold students accountable for their actions. However, I do believe that the punishment is too harsh for the crime.

As an aside, I believe that our culture has a discomfort with nudity that promotes an unhealthy attitude towards the body and sexuality. However this is a secondary point that I will not argue further in this piece.

While my friends were approaching their Judicial Board hearings, I decided to refresh my knowledge on the point system. According to the Handbook, streaking falls under "Lewd Behavior" and constitutes a mandatory 4 points. A minor in possession of an open container of alcohol can receive maximum 3 points. Possession of drug paraphernalia is 1-2, while use or possession of marijuana is 3-6. Theft constitutes a minimum of 4, while serving alcohol to minors has a maximum of 4. Coming strictly from the context of the Handbook, does this mean that streaking equates serving alcohol to minors? Is it a worse offence than underage drinking? Does it fall along the same lines as petty theft and use of marijuana?

I understand that the administration must weigh many factors when assigning point values; however in practice it seems to me that there are mixed messages. About 20 people streaked on Accepted Students Day, and six people received points. That means that during this incident, about 30% of the people who exhibited "lewd behavior" received disciplinary action. What if 30% of those who used marijuana received points? What if 30% of the underage people who drank last weekend were to be confronted, and disciplined? What if 30% of all those who served alcohol to minors last weekend received judicial hearings? Campus Safety would never rest and the J-Board would be in session into next year.

Many would agree that Hamilton has a drinking problem. Each semester drinking on campus results in hospital transports and property damage. But streaking at Hamilton has never caused a transport to the hospital, it has never cost a cent in property damage, and it does not create the same negative culture that drinking does. Does Hamilton have a streaking problem? And is it more serious than other issues that we face on campus?

Sincerely,
Jeannie Folan '12

Thumbs Up

Women's lax - the following schools can officially suck it: Bowdoin, Cortland, RPI, Vassar, Clarkson, Ithaca, Utica, Skidmore, AND ESPECIALLY Union.

Class and Charter Day: The day where seniors venture out of the library to put their adderall binges on hold for one last glimmer of college.

The unholy amount of alcohol in my refrigerator right now.

Bendy straws return to the Diner, and the Euro falls to the dollar. Order is restored to the universe.

Thumbs Down

Another "cumming" joke by the Buffers, now if only the concert followed suit and lasted 30 seconds.

Trivia Night ends for the year: Now what's my excuse for hanging out in a bar on a Tuesday?

Passion Pit at Campus Rd turf: Well since I can't bang in the Griffin Road woods I guess I'll settle for some turf burn.

Graduation: Come on, Nate, ignore the Bristol money and the seahorses and stick around for a victory lap year.

Who Cares

Class and Charter Day Awards: I nominate myself for drunkest kid at the chapel.

The Sarasvati Cup Championship: We finally play Colgate in something that's not rugby, and THAT'S what you call it? When we win can we call it "Dickens Cider Cup?"

GNAR Film Festival: Unless the extreme lineup includes classics such as *Brink* and *Johnny Tsunami* who is going to go?

Cram & Scram is Back! The perfect system so long as no one goes all RoomRaiders and pulls out a black light.

by Greg Jordan '11, Nathan Fedrizzi '10 and Lesley Ryder '11

Disclaimer: The opinions expressed in this column are purely of asatirical nature, and are not representative of the views of *The Spectator* editorial board.

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Passion Pit Among Names at First Annual Concert

by Lucas King '13
Arts amd Entertainment Writer

As Class & Charter Day approaches, the campus has become increasingly excited for the first annual concert featuring Dan Deacon, Dirty Projectors and Passion Pit. The concert will start promptly at 2 p.m. on Turf Field. In the event of rain, the show will be moved indoors to the Annex. Please note that this concert is for Hamilton students and faculty only, and you must present your Hill-Card to gain admittance. This is a very exciting line-up as all three acts rarely perform but are dedicated to their live shows. If you still don't know why you should be excited, here's a preview of each act.

WWW.USERSERVE-AK.LAST.FM

The indie group Passion Pit will headline the concert.

Passion Pit

At every party you'll go to on a weekend, there's a very good chance that you'll hear Passion Pit. With sweet falsetto voice and pumping electronic beats, Passion Pit is one of a kind. Blown up suddenly in the music community, Passion Pit has sold out endless numbers of shows around the world. With a crazy amount of energy and sugar-fueled synth-riffs, Passion Pit will undoubtedly bring the Turf Field down. Playing every one of their hit songs, such as addicting children chorused "Little Secrets," beautifully laid-out "Moth's Wings," spazzy honey-dripping "The Reeling," crazy heavenly fun anthem "Better Things" and finally probably the hit song of the decade "Sleepyhead," it will be amazingly fun. Although I have some doubts about how their live show will be executed as I have personally seen them open for Phoenix in Central Park, I have faith that this will be a fabulous end as everyone will love the headliner of this once-in-a-lifetime concert.

WWW.USERSERVE-AK.LAST.FM

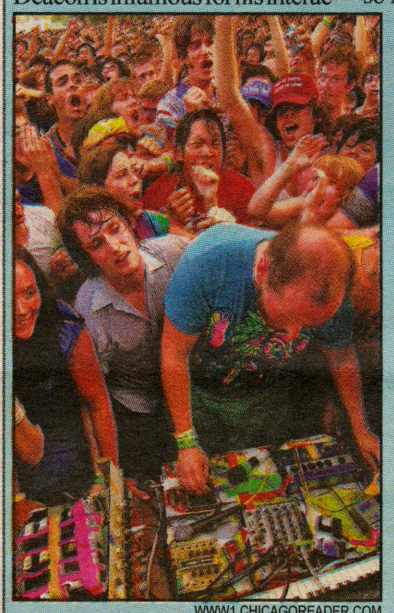
The faces behind the haunting sound of the Dirty Projectors

Dirty Projectors

When you're asked to describe what Dirty Projectors sounds like, you really can't say much except that they make beautiful music. Consisting of undeniable Yale-graduate musical genius (Dave Longstreth) and three young women with unworldly vocals, Dirty Projectors makes music that challenges the listener. For example, their previous album *Rise Above* was a concept album that had the same tracklisting as Black Flag's classic album *Damaged*, but the similarities end there. The songs have inconsistent time intervals with uncommon vocal harmonization and spontaneous breakdowns. Although this is a very unlikely formula for a good album, when it all came together, the album challenged listeners to define what accessibility means and also rethink why modern pop music sucks. Their latest album *Bitte Orca* has garnered praises from everyone. Dirty Projectors has created their opus consisting of nine songs that sounds nothing alike and yet, are all beautiful. For their live shows, they are absolutely flawless and exciting. As Dave Longstreth rails the prickly Afro-guitar licks in and out of time, the three vocalists lock into call-and-response that brings the tune to one place. Their live shows have been praised by people to be so beautiful that it haunts them forever. This act ought not to be missed.

Dan Deacon

Known for his spazzy electronica and endless energy, Dan Deacon is infamous for his interactive live shows and his viral videos. Growing up in Baltimore and serving as head of the Wham City movement, he has released two albums so far, both of which gained a huge reception from the music media and indie scene. He always positions himself surrounded by the crowd with a table full of old electronic equipments, taped with bright neon tape. As he produces music that everyone can dance to, he gives instructions to the audience that go with the music (to merge together in the middle, make a long human tunnel, raise up both hands and sing in unison tone, act out the chorus parts of the song, etc. etc.). Because of his unique audience interaction, this experience should not be missed, as you'll never find this kind of live show anywhere else in the world.



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Classics 280 Gives Two Raucous Performances

by Taylor Coe '13
Arts and Entertainment Editor

Classics Professor Barbara Gold introduced the double feature classics performance by telling the audience to "prepare to be amused and scandalized…ancient comedy is often shocking to modern readers and viewers." Professor Gold could not have better prepared us; *A Sneak among Greeks*, the first play of the night, introduced sexual content and prodigious amounts of warm-hearted defamation within the first few minutes. The play—written, performed and directed by half of Professor Gold's Classical Studies 280 class—centered around Adam Kelsey '13 who starred as a cross-dressing President Stewart. Tyson Smith '12 as Dean Urgo and Sarah Bither '13 as Asst. Dean Lisa Magnarelli rounded out the comical lampooning.

The play revolved around President Stewart's plot (tentatively titled "Operation Party Foul" by Bither's Magnarelli) to take down the Greek system from the inside by cross-dressing as "John"—Kelsey assuming regular attire but keeping the wig—and pledging to an unnamed fraternity on campus. The fraternity is skeptical of John (mostly because of his arrival at Hamilton as a Jan in October) but ultimately offers him a bid after successfully bedding a prospective student. (The playwrights wisely leave out how exactly this is possible.) The scheme comes crashing down in an uproarious fashion with a bevy of well-placed barbs, including Magnarelli's golden "you inebriated waste of oxygen!"

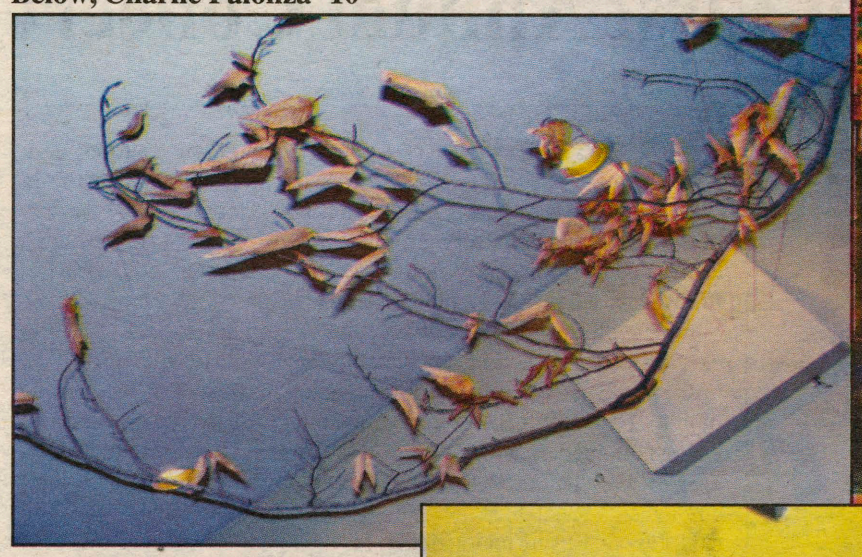
A number of colorful moments marked *A Sneak among Greeks*—including a props mishap that led to a table collapsing in the middle of a scene and depositing "prospective student" Galia Slayen '13 on the stage floor. Slayen and Kelsey, however, played off the incident admirably, channeling the unplanned humor back into the play. Pop culture references were also in no short supply during the performance, referencing everything from *Monty Python* to *Jersey Shore*.

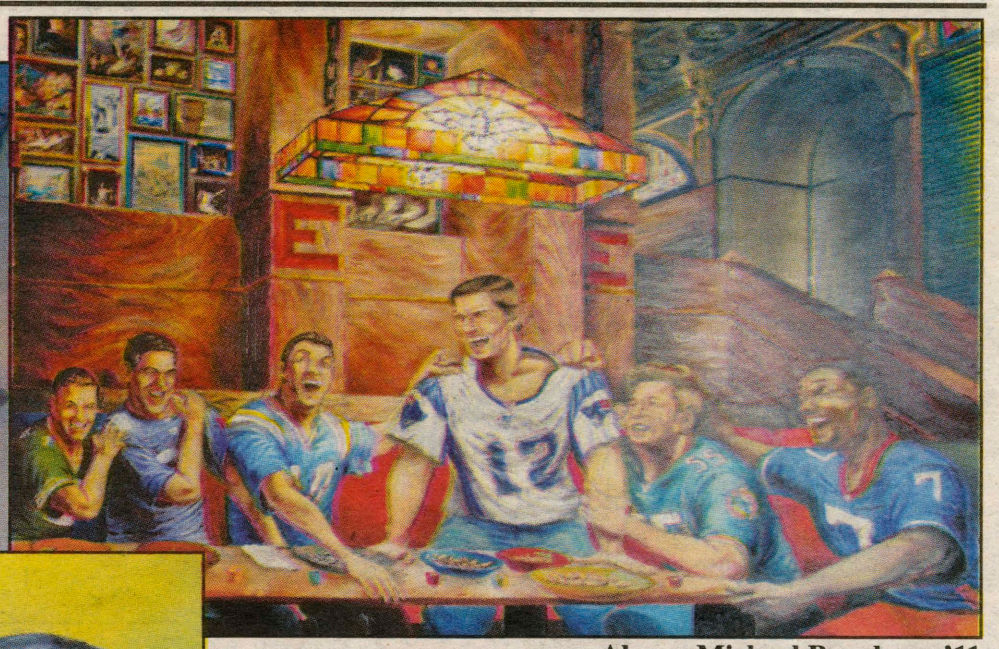
IMAGES COURTESY OF GALIA SLAYEN '13 AND EVAN VAN TASSELL '13

The second play of the night, *The Brianna*, turned the audience's attention to the Greek gods and their underappreciated status with the advent of technology. The pantheon concocts a plot likewise focusing on infiltration, deciding to plant themselves as students at the "high" Hamilton College. The gods and goddesses are quickly set against technology: Hermes vs. text messaging and Athena vs. Wikipedia, among others. More than the previous play, *The Brianna* moved in and out of the absurd. Apollo, god of music, played by Hugh Hunter '13, spoke not a word through the entirety of the play until arriving at a definitive "F—k Colgate!" Aphrodite, the goddess of love, played in a wickedly funny turn by RJ Kosineski '12, stormed off the stage with a chair in hand for no reason other than the obvious hilarity.

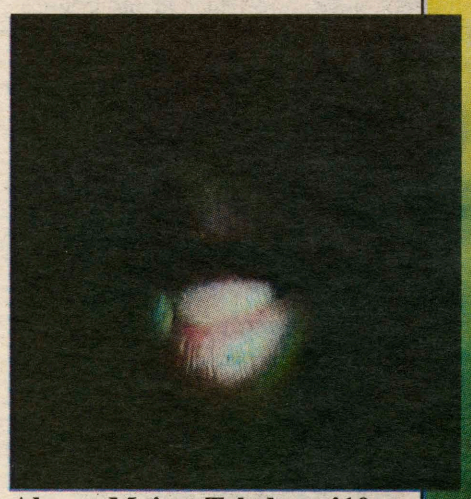
Underneath the playful exterior of the production lurked the woeful pursuit of Hermes, played by Evan Van Tassell '13. Challenged to "find Brianna" before the text message does, Hermes spent the entirety of the play dashing in and out of scenes looking for "the Brianna." When Hermes finally finds her at the end, she dismisses him. While the gods may have conquered the social scene at Hamilton College, the technology still won at the end. Creating such a tough message is easy, but delivering it in such a poignant, funny way is not.

Below, Charlie Palonza '10

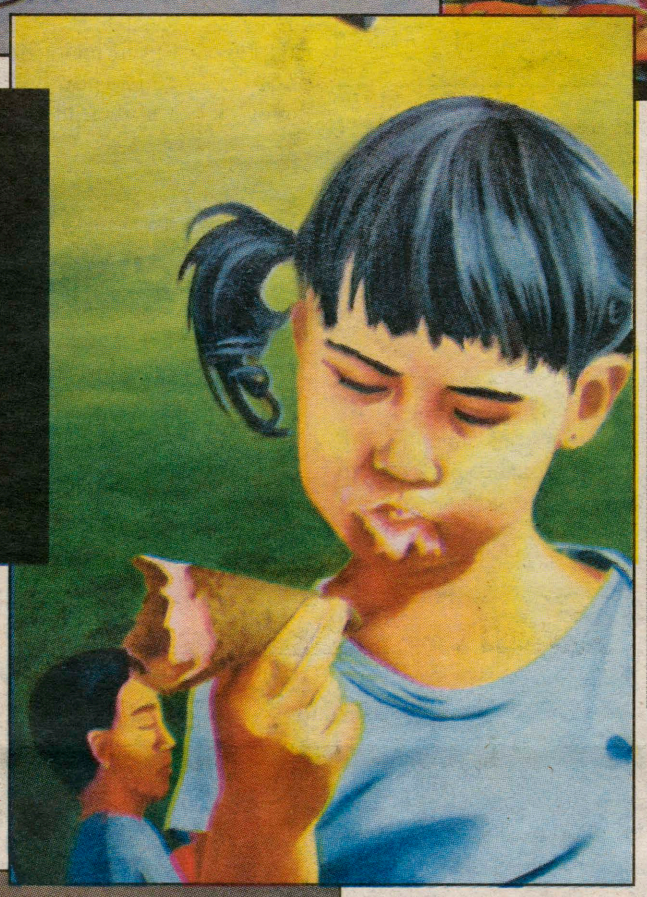




Above, Michael Bourbeau '11



Above, Moises Toledano '10



2010 Senior Art Show

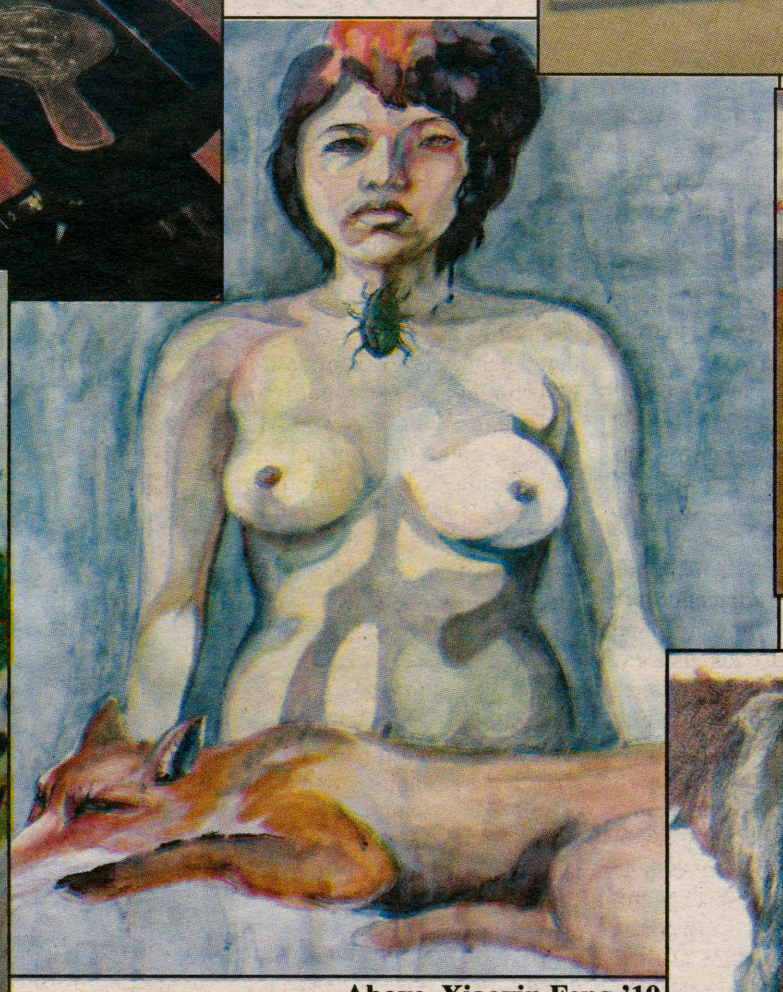
Now on display in the Emerson Gallery

ALL PHOTOS BY NICOLAS KELLER SARMIENTO '13

Below, Simone Rutkowitz '10

Below, Courtney DeMaria '10

Above, Eliana Miranda '10



Above, Linda Di Bernardo '10

Above, Victoria Hayssen '10

Above, Xiaoxin Feng '10

Above, Chiquita Paschal '10

Hamilton College Sitcom Debuts to Full House

by Adam Fix '13
ARTS AMD ENTERTAINMENT WRITER

After months of preparation and one failed screening, crowds packed the Kirner-Johnson Auditorium last Thursday for the first successful showing of the Hamilton College Sitcom. Starring Logan Burruss '10, Rafael Rosa '10, LJ Scurfield '12, Hannah Fazio '10, Siraad Dirshe '10, Carlos Villa '10, Billy Ford '10 and Brett Morell '10, the sitcom depicted a flippant, exaggerated day in the life at Hamilton.

The first episode began with Liam (Burruss) presenting a video tour of campus to his exchange family in Germany. The show's plot revolved around the planning and execution of a suite party in Milbank, peppered with side stories depicting the typical challenges students face on campus. These include Amelia's (Fazio) difficulties scheduling an appointment with the Career Center, Jason (Scurfield) encountering his ex-girlfriend and promptly spilling coffee on her coat, and a group of friends deciding on a sufficiently provocative party theme, finally settling on "sandals and handles."

The producers of the show, Matt Stanton '10 and Tori Nygren '10, expressed their desire to create a sitcom based on Hamilton College. "Lots of other colleges already have sitcoms," said Stanton, "and we were just wondering why they are so bad." Nygren went on to say that "we wanted to do something about the senior experience," claiming that most other college sitcoms tend to be based around underclassmen and often ignore the lives of the senior class. Most of the plot derived from the actual college experiences of Stanton, Nygren and their friends.

The show took a noticeably darker and more surreal tone than many TV sitcoms. Stanton admitted that "I don't really watch TV that much," and drew inspiration primarily from other college sitcoms. Instead of imitating The Office or Seinfeld, the show bore the most resemblance to The Twilight Zone, utilizing ominous background music and exceptionally shady characterizations to produce a comical yet slightly unnerving effect. This is most explicit during a nightmarish dream sequence Liam experiences after passing out drunk at the party, where he attempts to teach a class of several identically dressed seniors and one naked man returning from dancing in the KJ water feature.

"The people in charge did an excellent job," said Scurfield, who played Jason in the show. "They were a lot more professional then I expected, and I look forward to working with them in the future."

Scurfield, who had taken acting classes previously, knew the producers before the project began, and described the entire effort as a concentrated effort among friends. He attributed the show's success to the efforts of the producers and directors, who devoted almost the entire second half of the semester to completing the sitcom.

Stanton and Nygren were very pleased with the turnout, which far exceeded that of the botched screening on April 23rd, called off due to technical difficulties. The producers plan to produce two more episodes in the series, and currently hope the next will be out by senior's week. They also announced plans to release the first episode on DVD and on the movie channel in the near future.

Private Lives: an Intimate Look at Marital Discord and Dispute

by Lily Gillespie '12
ARTS AND ENTERTAINMENT EDITOR

Noel Coward's *Private Lives* is a penetrating look at the state of marriage, particularly unhappy marriages. The play chronicles the tumultuous relationships of two couples: Elyot and Sybil, and Amanda and Victor. Coward, however, makes nothing easy, entangling Elyot and Amanda as former spouses whose discord led to divorce several years prior. Although intended to be a comedy, *Private Lives* tackles the very real issues of marital strife.

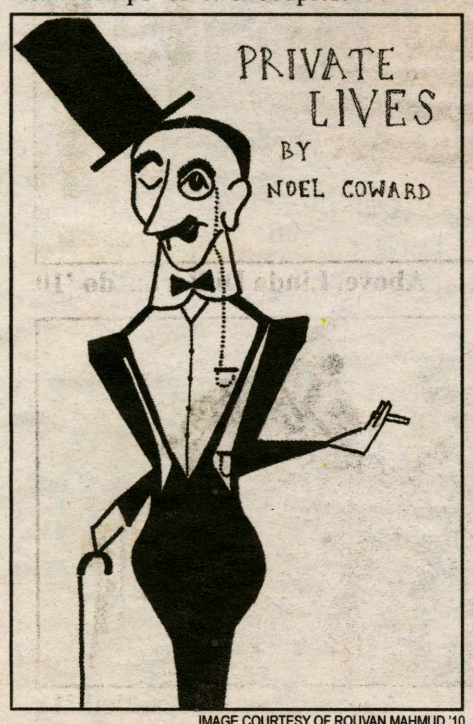


IMAGE COURTESY OF ROUVAN MAHMUD '10

The play follows newlyweds Elyot and Sybil as they enjoy their honeymoon in a French hotel, only to discover that Elyot's former wife Amanda is in the adjacent room with her new husband Victor. Chaos ensues as Elyot and Amanda reconnect, but soon find that the differences that drove them apart the first time have only laid dormant, ready to reappear. They engage in heated and sometimes bitter conflicts to the chagrin of their respective spouses.

Written and set in the 1930s, Coward's work is a prescient look at the high divorce rates in today's society, especially in the United States at a time when conventions of marriage dictates that, for the most part, you commonly stays with your spouse for life. Some observers and critics have also suggested that the piece is an examination of sexuality, heterosexuality in particular. While *Private Lives* explores some very specific issues, the play's director, Rouvan Mahmud '10 explains "The play really questions: life-what is important in life; love-what is love; when we say we "want" things, what is it that we actually seek." He goes on to say, it is "a play about acute human behavior." *Private Lives* is a look at dysfunction in normal circumstances amongst normal people. The cast includes Jordyn Taylor '12, Pete Oliver '12, Nate House '12 and Rebecca Behrens '11. Please note that the performance times have been changed to Saturday, May 8 at 4 p.m. and Sunday, May 9 at 3 p.m. in List 106.

What's in the Bag?!...? A Clown Experience

Presented by...

The students of Theatre 370: Advanced Acting

FEATURING:
Shelley Hoy
Adam Bauer
James Greisler
Jordyn Taylor
Juancho Hurtado

Directed by Dustin Helmer

May 11, 8PM: Uptown Theater in Utica, NY
2014 Genessee Street, Utica, NY

May 13, 8PM: Minor Theatre, Hamilton College
Clinton, NY

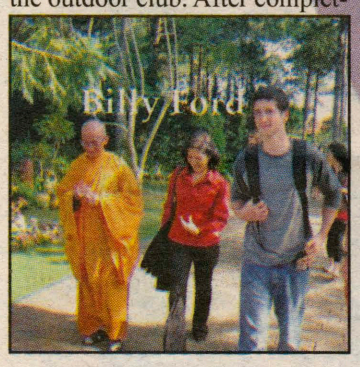
"What's in the Bag?!...?" is an original clown experience that is guaranteed to entertain, as it waltzes through several scenes from different plays. Come to the historic Uptown Theater (a former vaudeville theater from the 1920s) and discover for yourself what's in the bag!

2010 Fulbright Recipients

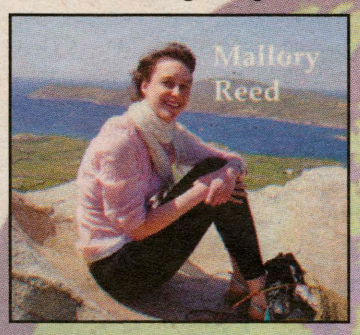
by Meghan Woolley '13
FEATURES WRITER

This year a record number of Hamilton graduating seniors have been awarded Fulbright Grants and will be spending the next year in countries around the globe. The Fulbright program offers scholarships to students to study abroad for one academic year. Candidates apply to one of the 140 participating countries, and then they must be recommended by the U.S. State Department and selected by the host country. This year eight Hamilton students were selected, six of whom will be completing English Teaching Assistantships, and two of whom will be pursuing independent projects.

Emily Johnston '10, a history major, will be teaching English at a German high school starting in September. After studying in Germany in 2009, she knew she wanted to go back because she "simply loved the country and [wanted] to improve my German language skills." While at the school, she plans to help with after school programs, especially the outdoor club. After completing her Fulbright, she hopes to find a job in Germany or teach at a private school in America.

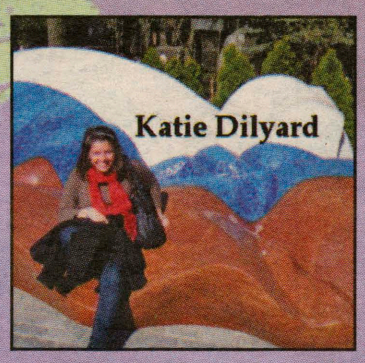


Billy Ford '10 will be teaching English at a high school in Malaysia. In addition, he will be researching "freedom of religion under Malaysia's monarchical political system." His interest in the program began last summer when he taught English and American Culture to college students in Vietnam after studying abroad there the spring semester. He saw the Fulbright as a way to further his love of Asia and teaching and to "test my passion for teaching and build upon my skills in front of a class." Ford also believes that Asia is a "hidden gem," where an American education can offer countless opportunities. After teaching for a few years in Asia, he plans to return to the United States, get a degree in philosophy or religion, and teach at the college level.



Mallory Reed '10 will be fulfilling a Teaching Assistantship in Thailand. Mallory says she is "fascinated by Thai culture, and am extremely excited to immerse myself in an entirely different reality for a year." While in Thailand Reed hopes to travel around Southeast Asia and visit other Hamilton Fulbright recipients. She has also studied abroad in France and has "a passion for teaching English as a second language." A sociology major, she plans to return to the U.S. to pursue a degree in social work and ultimately work with international or minority students at a high school or university.

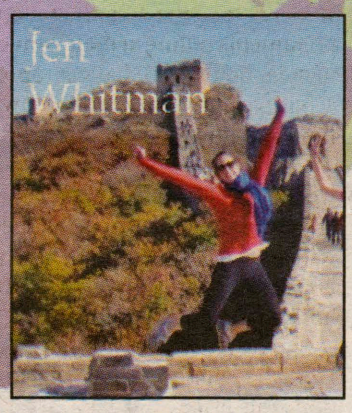
Katie Dilyard '10, a world politics and Russian studies major, will be teaching English and American culture at a university in Russia. She will also be further developing her Russian language abilities through the Critical Language Enhancement Award, which "provides winners with extra money to pursue study of languages that the State Department deems critical to U.S. interests abroad." While spending her junior year abroad in St. Petersburg, she "fell in love with Russian culture" and tutored Russian and English students through an internship. She applied to the Fulbright program because she wanted another opportunity to teach and experience Russia "in a new and exciting way."



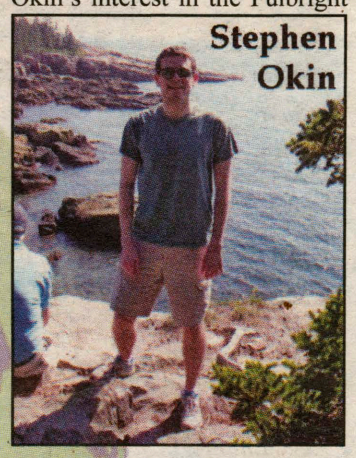
Meredith Kivett '10, a psychology and Hispanic studies major, will be teaching English in South Korea. She received ESOL certification in December and has experience teaching English to local refugees through Project SHINE. After her Fulbright grant, Kivett plans to pursue a career in public policy with a focus on education. She also hopes to incorporate an international or multicultural element to her work.

Marketa Crandle '10, an anthropology major, will be completing a Teaching Assistantship in Thailand. In 2009 she studied abroad at the Victoria University of Wellington, New Zealand. She has also tutored at the Thea Bowman House in Utica and Project SHINE. After her year in Thailand, Crandle plans to return to the United States to pursue a master's degree in psychological anthropology.

Jennifer Whitman '10 was granted a Fulbright to study the emergence of legal aid as a resource to female migrant workers in Chengdu, China. She studied in Beijing in 2008 and is a Chinese major at Hamilton. Following the grant, she will be studying at William & Mary Law School, where she will pursue a dual J.D./M.B.A. degree in law and Chinese. She says that as "a future lawyer, I believe in the power of the law to help disadvantaged people such as the more than 800 migrant factory workers in China powering the country's economic boom."



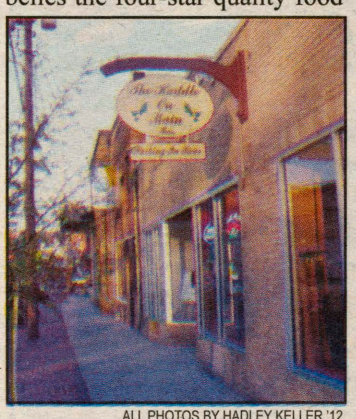
Stephen Okin '10, a government major, will be heading to Barbados to pursue a master's degree in integration studies at the University of the West Indies' Cave Hill campus. Okin will study the role of international organizations in both international and domestic issues. He will then spend the summer completing an internship with the Regional Security System or Regional Police Training Centre. Okin's interest in the Fulbright program stemmed from his off-campus study in Washington D.C. He "felt a powerful urge to get out of the country and go have an 'adventure' where I could be challenged by new people, cultures, and geographies." A colleague at the U.S. State Department, where he was doing an internship, then pointed him in the direction of the Fulbright. He has also always had an interest in Western Hemisphere affairs; he received an Emerson Grant to explore U.S.-Venezuelan relations and has worked at the Council on Hemispheric Affairs and at Western Hemisphere Affairs at the U.S. State Department. For Okin, the Fulbright was "everything I was looking for: a new culture and geography, an intellectual program I was passionately interested in, and a continuation of my experience with Western Hemisphere issues. I couldn't be more excited about my coming adventure!"



Worth Getting off the Hill for: *Huddle on Main* in Waterville

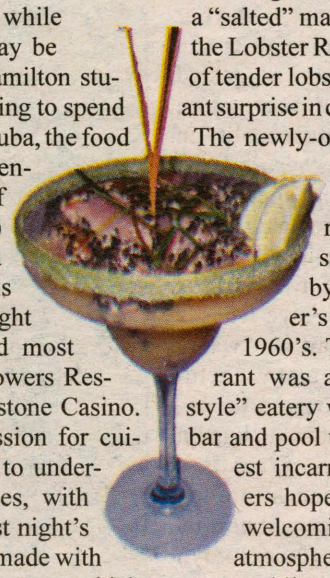
by Hadley Keller '12 and Nora Grenfell '12
FEATURES EDITORS

The one word that seems to most effectively sum up The Huddle-on-Main is: unexpected. The unassuming storefront on Waterville's West Main Street belies the four-star quality food they serve there; dishes are comparable to fine New York City eateries at a far more reasonable fare. When we were presented with our first course at Huddle, a Spanish meatball *amuse-bouche*, it took only one look at the thin slice of parmesan cheese resting artfully on top of a glazed meatball to know we weren't in Commons anymore.



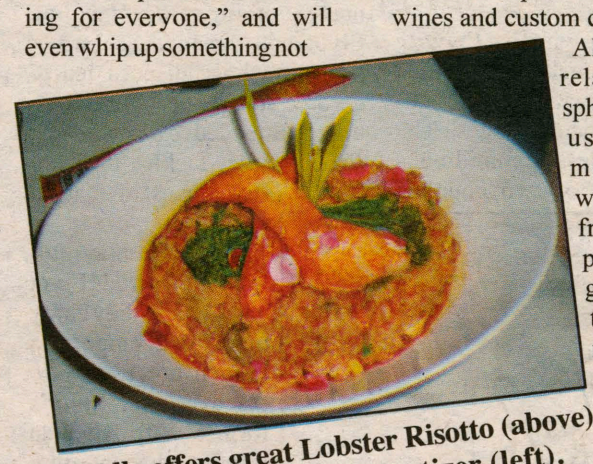
ALL PHOTOS BY HADLEY KELLER '12

Huddle is a 10-minute drive from campus, and, while the price range may be beyond what a Hamilton student would be willing to spend at Tex Mex or Mitsuba, the food is worth every penny. Executive Chef (and part owner) Brian Dewey, a native of Clinton, is an entirely self-taught cook who worked most recently at Wildflowers Restaurant at Turningstone Casino. Dewey's clear passion for cuisine prompts him to undertake unusual dishes, with great success. Last night's special was a dish made with powdered ostrich meat, which came highly recommended from our server. Other unique plates include Crab Croquette and Mussels Escabeche, a Grilled Mahi Mahi Fish "Taco" and Roasted Lamb Loin Saltimbocca, although the menu is subject to change with the seasons and the interest of the chef.



Our favorite dishes were the Tuna Margarita, artfully served in a "salted" margarita glass, and the Lobster Risotto, chock-full of tender lobster meat, a pleasant surprise in central New York. The newly-opened Huddle is actually a reincarnation of a restaurant of the same name owned by the present owner's father until the 1960's. The older restaurant was a more "family-style" eatery with a traditional bar and pool table. In its newest incarnation, the owners hope to preserve the welcoming, comfortable atmosphere of the old restaurant while offering a level of fine dining not available nearby.

But if more upscale dining isn't your style, the Huddle also offers more casual and traditional options, such as Chicken Riggies or Veal Parmesan. Dewey wishes to provide "fine dining for everyone," and will even whip up something not featured on the menu, provided he has the ingredients. The Huddle clearly aims to please; they also offer custom catering and welcome large parties. The wait staff is friendly and knowledgeable about the menu; clearly they, too, are fans of Dewey's cuisine.



Huddle offers great Lobster Risotto (above) and a Tuna Margarita appetizer (left).

Although we did not partake of it, Huddle has a full barn with an inexpensive selection of wines and custom cocktails.

All in all, the relaxed atmosphere and unusual menu make for a welcome break from the expected. A great date destination, or a new option for dinner out when parents are visiting, the Huddle is sure to leave you feeling satisfied.

A typical appetizer or salad is around $8. Entrees range from $10 to $28.
Huddle is open Tues. to Sat. 11:30 a.m. to 11 p.m.
Call (315) 841-4444 for reservations or custom catering.
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Hamilton

Breakdown: Selling your books back early to the College Store comes with many benefits, including cash and convenience. However, many students are frustrated with the disparity between what they paid for their books and what they are offered for them.

Pros: On campus, immediate cash.

Cons: Non-negociable pricing.

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Amazon.com

Breakdown: Amazon offers sellers the opportunity to set their own prices, meaning there's a much higher chance you'll part with that $200 biology textbook at less of a loss.

Pros: Name your own price.

Cons: Shipping costs, fast turn around time: if you don't sell your textbook quickly, there's a good chance another seller will have a cheaper one listed in the marketplace, and your textbook will sit on the internet (and in your room) unsold.

Delta Chi Launches Charity Moving Drive

GRAPHIC BY NORA GRENFELL '12

by Nora Grenfell '12
Features Editor

Throughout finals week, the brothers of Delta Chi will be on hand to help students and their parents move out of their dorm rooms. The effort is actually a fund raiser for the Jimmy V Foundation for Cancer Research.

Founded 17 years ago, Jimmy V has raised over $90 million for cancer research. "It awards research grants to the top scientists and potential research projects," explained Andrew Bjorkman '11.

Bjorkman went on to say, "Our fraternity has a strong commitment to community service, philanthropy and giving back to the Hamilton community.

"We realized that there generally is a need for additional help to move out of rooms at the end of the semester so we thought we would offer our services to help students do so and join it with raising money for charity."

There will be no fee for moving assistance, but the movers will be asking for donations. One hundred percent of the profits will go to charity.

If the initiative is a success, Delta Chi plans to offer a similar service in the fall.

If you need help moving, or want to donate, contact:

Ricky Bottini
abottini@hamilton.edu

Andrew Bjorkman
abjorkma@hamilton.edu

Will Bardeen
wbardeen@hamilton.edu

Sam Nidenberg
snidenbe@hamilton.edu

FROM WHERE I SIT

HAMILTON'S INTERNATIONAL PERSPECTIVES

What Hamilton Meant to Me

After four years on the Hill, international seniors share their reflections.

Fallon Chipidza '10, international student from Zimbabwe

I cannot articulate everything that Hamilton has meant to me in the past four years; this space is just not enough. When I first arrived in the country four years ago, I came straight to Clinton and I have "never left" the Hill since then. I fell in love with the school during that first instant when I saw the beautiful buildings and the fall scenery. I chose not go abroad because I wanted to have a complete "Hamilton experience," whatever it meant.

Lately, I have been realizing what that so-called Hamilton experience involves—the people!

The people in our bubble on the Hill are amazing. Hamilton was and will always be my family; it has been my second home besides the one I have in Zimbabwe. Hamilton is my first home in the U.S.

Here, I have been challenged both inside and outside of the classroom and I have enjoyed every bit of it. I have met some of my best friends here and I have also had, as I would like to believe, some of the best professors in the world.

Hamilton has taught me what it means to work hard and what it means to have fun, simultaneously. Although I have cried occasionally, 98.6% of my time at Hamilton has been filled with good laughter shared with good people.

When I look back at these past four years, I am not only amazed by the things, ideas, knowledge and people that I have come across, but I am incredibly proud of what I have learned and how ready I feel to face the next challenge. GO BLUE!!

Cassia Alphonso '10, international student from Guyana

I believe the ESOL program was a safe haven for me. Every morning when we had class I felt like I was no longer an outsider but that I belonged here. Everything I learned during class provided me with a solid foundation to further my Hamilton career. And as I became more comfortable with life on the Hill, I have been able to come into you're my own as a person, a woman, a writer and a poet.

Hai Lin '10, international student from China/U.S.

I came to Hamilton College thinking that I was accepted because I was lucky: I got accepted due to reasons other than my SAT scores or my academic grades. For a while, I thought of myself as a "below average to average" type of student compared to other students in the class of 2010. Not surprisingly, my grades were average due to my low expectation of myself.

Over the years, my professors continued to push me to do my very best. They made me realize what I could become if I believed in myself and worked hard enough. I learned that the willingness to work hard has a huge impact on how successful one can be. My GPA started low and improved gradually over my years at Hamilton.

In my final semester, I applied and got accepted into a teacher training program called "Math for America," and I will be attending Teachers College of Columbia University for my Master of Arts.

Interestingly, the thought "I will be a below average to average student" this time at Teachers College surfaces in the back of my mind again. The difference now is that I am equipped with a Hamilton College education. My alma mater really taught me how to think and be independent. I will use these skills to my full advantage at Teachers College of Columbia University.

Oscar Lied '10, international student from Norway

My majors (Chinese and Religious Studies) are very different from each other and not necessarily related to the extracurricular activities I have been engaged on the Hill. From the broad range of academic and non-academic things I have been exposed to, Hamilton has definitely improved my critical thinking skills, language and writing skills and communication skills.

Funny as it may seem, I have also grown a lot spiritually, learned to trust God and respect other people and gained religious perspectives that help me greatly in all aspects of life.

For incoming and current students, I strongly recommend they study many different subjects, take the initiative to participate in extracurricular activities and organizations, and take care to prioritize their spiritual life.

Trustee Corner: Joan Hinde Stewart

by Nick Stagliano '11
Features Contributor

Since the Hamilton College Charter was amended in 1946, the College's president has had a place on the Board of Trustees as a charter trustee. This week, I sat down with President Joan Hinde Stewart to reflect on her role as a member of the board and to talk about three late Hamilton trustees who helped shape President Stewart's own work as a trustee.

Stewart's role on the board is somewhat distinct from that of other trustees, yet, as she said, "The way I see my role on the board is not very different from the way I see my role at the College. I'm here to support the learning and the teaching of our students and our faculty, and my role with the Board is to advocate for students and faculty. I say 'advocate,' but it doesn't really take much advocacy. We have a very committed, very supportive, very well-informed board."

Stewart added, "At the same time that I serve on the board, I also work with the Nominations Committee to identify people who might be appointed.

"We look for people who are willing to work very hard for the College, who will bring wisdom, experience, insight, knowledge and understanding of a liberal arts education and who are eager to do everything they can do to support the College – and that does mean making sure that the College is one of their highest priorities for philanthropic giving," she continued.

In addition, Stewart works with the Chairman and Vice Chairman of the board, the College's Senior Staff and Secretary to the Board of Trustees, Meredith Harper Bonham, to set an agenda for the board's discussions and deliberations at their four annual meetings. Stewart also assists in the selection of the Chairman and Vice Chairman, as well as the chairs of the board's various standing committees.

Stewart has been particularly invested in increasing the interaction between the College's trustees and the students and faculty. At the three meetings of the board that take place on the Hill each year, there are numerous opportunities for sustained conversation between board members and students, as well as dinners in faculty homes for the trustees.

"I've had the privilege of working with extraordinary board members. Three of the people whose understanding of the College and the board were formative for me, and who were truly exemplary board members, have died during my tenure." From those three men, Stewart gained a deeper understanding of the College's students, faculty and alumni.

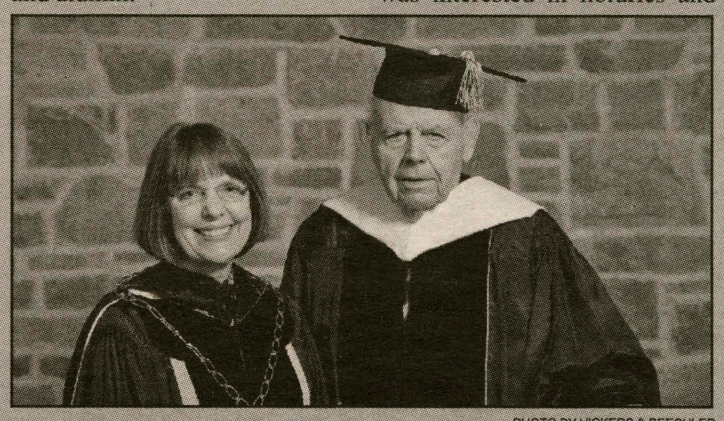

PHOTO BY VICKERS & BEECHLER

Stewart and the late William McLaren "Mac" Bristol '43.

Carter Bacot '55, former chairman and chief executive officer of Alexander Hamilton's Bank of New York, "cared very deeply about the geographic diversity of the student body," Stewart said. Bacot, who served as Chairman of the Board from 1990 to 1994, was especially invested in the configuration of the student body and in the experience of Hamilton students. He established several scholarships to enable students from diverse geographic backgrounds to attend Hamilton and was also among the first trustees to support the College becoming an all-NESCAC institution.

Dick Couper '44 was a historian by training and was president of the New York Public Library. "Dick's interests were the Library, faculty and learning. If I might say that Carter Bacot was focused on the students, Dick was interested in libraries and faculty. At the time of his death, he was the longest serving trustee in Hamilton's history," Stewart said.

"I cannot overemphasize how warmly Dick and Patsy Couper welcomed me when I came to the Hamilton community. From the moment I arrived, they welcomed me, they supported me and Patsy has continued to do so."

The most recent loss of a Hamilton trustee was William McLaren "Mac" Bristol III '43. Stewart stated, "I called Mac the heart and soul of the College, and to me he truly was." She added that Bristol was not only the College's most generous benefactor, but also its most influential volunteer. He served as Chairman of the Board from 1977 to 1990, and was the seventh generation of Bristols to serve on Hamilton's board.

"Of all the things that Mac taught me, one of the most important was about the loyalty and the love of Hamilton alumni for this institution. Mac loved this institution and he understood how the alumni felt about it. He had a very keen sense of what Hamilton meant to its graduates, of the traditions that helped to shape the College, of the enduring sense of community that students graduate with and that they carry with them through their lives.

"If I were to oversimplify again, Carter's focus was on the students, Dick's was on the faculty and Mac was on the alumni," Stewart explained.

Stewart continued, "Mac always made us feel that we were doing a great job, and that we could do a better job. It's amazing how he did that – how he both supported what you did and pushed you to believe that there was still more to be done, but in the best possible way. He was always honest, willing to disagree and fundamentally a very supportive person."

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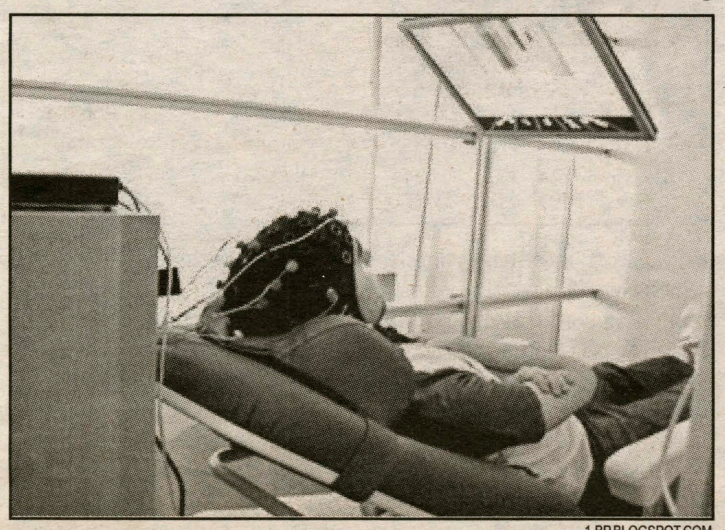
Computer Science Class Uses Brain Imaging to Study Computer-Human Interactions

by Ben Trachtman '12
SCIENCE AND TECHNOLOGY EDITOR

Ever wish your computer were easier to use? One Hamilton class is using brain-imaging techniques to determine how to make using a computer as easy as possible. By determining what features of a program are harder for the brain to process, computer scientists can streamline their programs and make them more efficient and effective.

The class, entitled "Topic: HCI [Human-Computer Interaction]," is a cross between computer science and neuroscience. Students use an electroencephalograph (EEG) to analyze the activity of certain regions of the brain associated with attention and cognitive processing. The EEG is capable of collecting 240 data points per second, yielding an astonishing amount of information about how brain activity changes over short periods of time. Information is collected while participants perform a series of tasks, each one subdivided into an easier and a harder version, allowing the students to compare the cognitive load between the two.

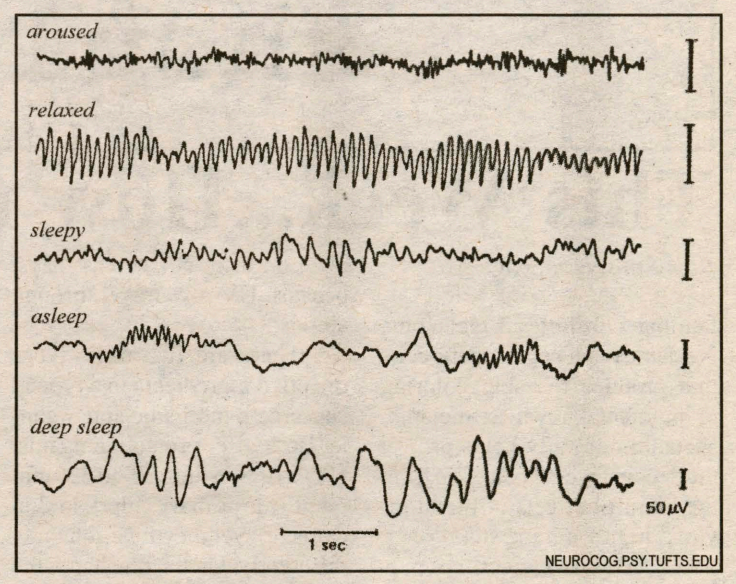


1.BP.BLOGSPOT.COM

The class took EEG measurements while participants used computer programs to help simplify the programs.

A few of the activities being observed are surfing the web with and without highlighting and playing a driving simulator both normally and with the key bindings reversed, such that steering left turns the car right. This data can be compared to the baseline data from other tasks and used to make future programs easier to use. Andy Richardson '10, one of the students in the class this semester, explains the eventual goals of this project. "If it is clear that highlighting search terms on a page increases the speed and accuracy of a user parsing the page, then interfaces in the future may use more highlighting."

This research will only become more detailed as time goes on. Stuart Hirshfield, the Stephen Harper Kirner professor of computer science, who teaches the course, says that there are plans for getting new equipment to use in the future. "We will be purchasing, in addition to new EEG equipment, an fNIR machine, eye-tracking equipment, physiological measuring equipment, etc." FNIR stands for functional near-infrared imaging, and is used to determine the activity of brain cells based on their metabolic rate. This technique, combined with the other equipment, provides a global look at how the brain interprets stimuli from computer programs.



EEG signals vary depending on the state of the participant's brain. The signals can indicate the type of brain activity.

The combination of neuroscience and computers is an exploding field right now, with most of the projects focusing on how the brain can be used to directly control the program. For example, the video game Neuroboy, released by NeuroSky, uses a single-sensor EEG to allow the player to interact with the virtual world. Although the technology is not nearly advanced enough to allow the player to do anything with a thought, the program is capable of detecting large patterns of neural firings. It then translates patterns associated with a calm and relaxed state into telekinetically levitating

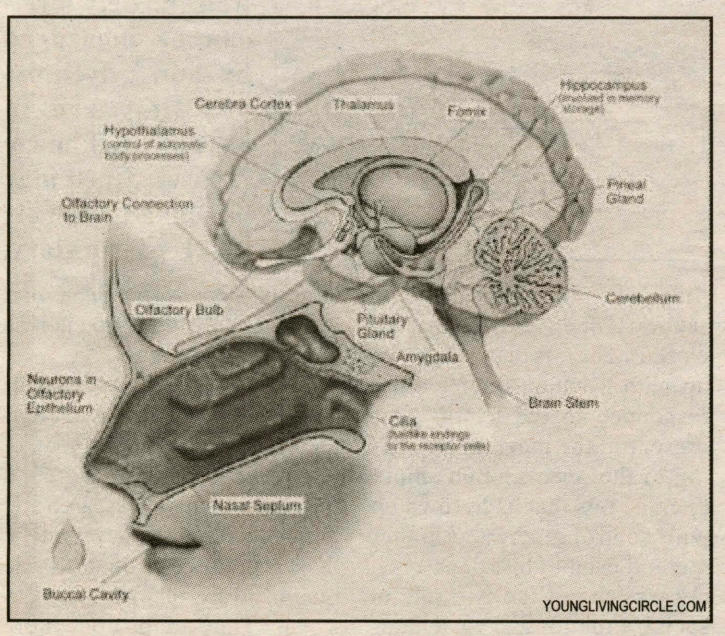
see ***Computers****, page 14*

Theses Explore Links Between Smell and Memory, Anxiety

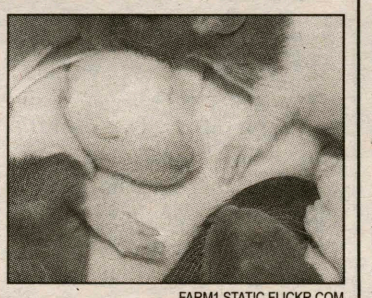
by Rebecca Shields '13
SCIENCE & TECHNOLOGY WRITER

Spring is a busy time for everyone on campus: finals are coming up, there are playoffs for sports, class projects are due and so on. However, life is even busier for seniors with theses whose deadlines are fast approaching. Senior theses, especially for science majors, take a large amount of time throughout the year. The experiments can sometimes take almost the whole academic year to complete. However, through all of the stress of the year, many seniors are finally able to show their senior projects to the campus community. Some neuroscience majors presented their theses on Wednesday night. The topics covered in these presentations ranged from diabetic mice to brain trauma.

Mimi Briggs '10 presented her thesis, titled "Early Olfactory Experience Affects Startle Response and Reward Sensitivity in Adolescent Rats," which examines the use of smell in



The olfactory system and the limbic system (memory and emotion) are adjacent in the brain and strongly linked.



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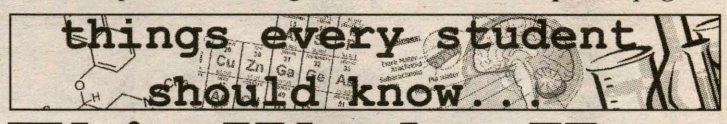
memories with rat pups. She based her thesis on the knowledge that rat pups use all five of their senses for remembering their mother, which is important for survival and for finding food and warmth. There can also be a positive emotional response to their mother's smell later in life.

Briggs decided to test if the smell of the mother rat could reduce the startle response and if early memories of smell of the rat's mother can have an effect on positive emotions, especially through eating. She did this by spraying one mother with lemon water (to give a distinct and replicable smell) and one with water (a control) and seeing how long the grown rats spent in a lemon area in a maze versus rats raised with the control mother rat. The rats showed the trend that she had predicted, that the rats raised with lemon-scented mothers

see ***Theses****, page 14*



This Week...How Sunscreen Works

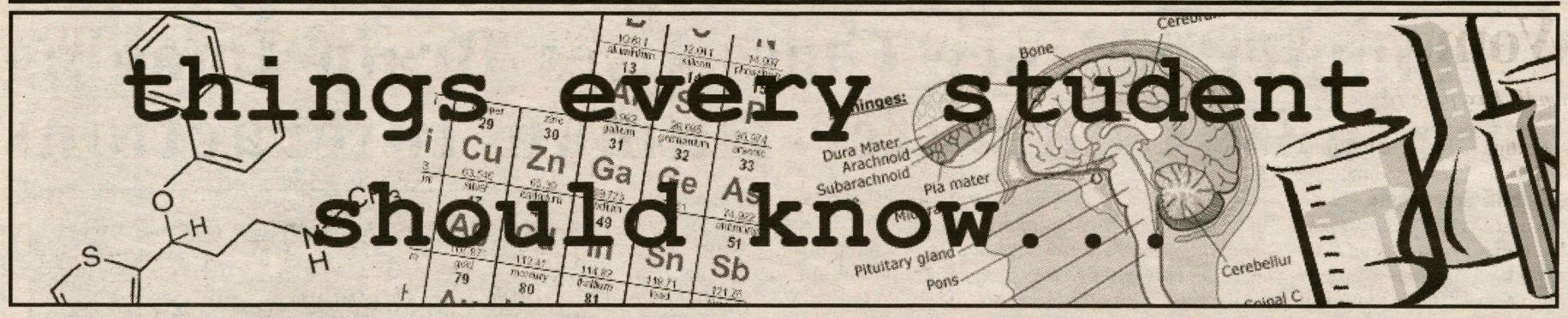
by Yinghan Ding '12
SCIENCE & TECHNOLOGY WRITER

Is sunbathing good for you? It could be, but only if you remember to put sunscreen on. If you don't, the various wavelengths of ultraviolet (UV) light can damage molecules in your skin, which causes mutations that could lead to diseases such as skin cancer. As summer approaches, it is important to know the science behind the sunscreen and understand how we can safely enjoy the sunshine outdoors.

Most people know that the sun can burn our skin, but many don't know that long exposure to the sun's ultraviolet rays can prematurely age skin and ultimately lead to skin cancer. To make matters worse, the depletion of atmospheric ozone has created a large hole above Antarctica in the last decade. As a result, we are all likely to get an even higher dose of UV light during our time outdoors than ever before.

Among all types of skin cancer, melanoma is the most dangerous type and causes the most skin cancer deaths. In 2009 alone, 68,720 new cases of melanoma were found in the United States, in which 8,650 people died, according to the American Cancer Society. For people who are not

see ***Sunscreen****, page 14*



This Week...How to Select the Best Sunscreen

*from **Sunscreen,** page 13*

familiar with the term, melanoma is a cancer that begins in the cells that produce the skin coloring or pigment known as melanin. Melanin normally helps protect the deeper layers of our skin from the harmful effects of the ultraviolet light from the sun.

Can skin cancer be prevented? The answer is definitely yes, if you do it the correct way. Obviously, the best way to lower the risk of skin cancer is to avoid intense sunlight for long periods of time. Meanwhile, putting sunscreen on our skin also helps. Each sunscreen has a sun protection factor (SPF), which is a measure of how effectively a sunscreen in a formulation limits skin exposure to UV-B rays.

The higher the number, the more protection a sunscreen formula affords against sunburn. It is important to choose sunscreens with a SPF of 15 or higher. Also, it is important to use sunscreen even on hazy or overcast days, because UV rays travel through clouds.

There are two basic types of active ingredients in a typical sunscreen: inorganic and organic. Both offer protection against UV-B rays in the 280- to 320-nm range (the primary culprit in skin damage), yet they function quite differently. On the one hand, the main inorganic ingredients in sunscreens are titanium dioxide and zinc oxide. They work primarily by reflecting and scattering UV light.

On the other hand, the organic ingredients include mainly octyl methoxycinnamate (OMC), which chemistry students analyzed in Chemistry 120 lab last semester. The organic ingredients work primarily by absorbing UV light and dissipating it as heat. Formulators often combine inorganic and organic ingredients together for a synergistic effect. In fact, that is how most sunscreens are capable of achieving very high SPF ratings. In addition to UV-B rays, one needs to realize that the UV-A rays can also penetrate into the skin, and they can do even greater damage to our skin. Most sunscreens contain broader spectrum protection from UV-A rays in the 320- to 400-nm range.

However, there is not a standard way in the United States to measure quantitatively how well a particular sunscreen protects against UV-A radiation, whereas Japan and Korea do have a system in place for that purpose. Generally speaking, among the inorganic ingredients, zinc oxide offers much better UV-A protection than titanium dioxide. Of the organic ingredients, avobenzone offers the greatest UV-A protection.

One thing people don't like about sunscreen is that they leave visible "white areas" on their skin for a certain period of time. This is mainly due to large particles in the inorganic ingredients. Many sunscreen companies try to include oil in sunscreens as a way to "wash off" these large particles, which contributes to the slippery feeling one has after applying sunscreens, another thing that some people hate. Surprisingly, there are ways to solve the problems simultaneously. Recently, scientists have found that if they add a red titanium dioxide-coated mica pigment to the sunscreen formula, it can not only counteract the whitening effect, but also gives a more "natural" feeling to human skin.

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As summer vacation approaches, it is important for us to protect ourselves against sunburns that might potentially lead to skin cancer. It might not be too bad an idea to wear white, light-reflecting clothing. Otherwise, choose a sunscreen with both UV-A and UV-B protection--and remember to wear it!

Class Studies Computer-Human Interaction

*from **Computers,** page 13*

objects, while brain wave patterns associated with focused attention lead to objects bursting into flames.

On a more practical level, human-computer interaction also seems to be the next step in the treatment of disabilities. Some experiments have enabled amputees to mentally control a prosthetic limb, and a greater understanding and execution of these processes will revolutionize the field of prosthetics. The ability to control wheelchairs with a thought is also feasible with this type of connection between man and machine.

Now that we have the power of a 1980s room-sized computer in an iPod, the limiting factor in computing is no longer the computers themselves; we still have to enter data into computers one keystroke at a time. Whoever finds a way to increase this capacity for communication between humans and computers—whether it is through language recognition, "mind-reading" with an EEG, or a brand new method—will revolutionize not only the field, but the world. By researching the best ways for computers and humans to interact, Hamilton is on the leading edge of this technological revolution.

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Highlights From Senior Theses: Smell and Memory, Anxiety

*from **Theses,** page 13*

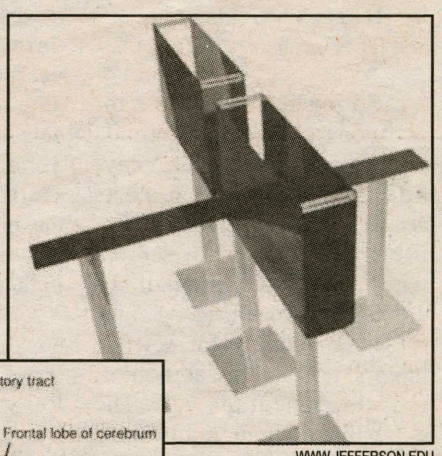
spent more time in the lemon smelling area. This finding showed that the rats preferred the smell that their mother had during their younger years.

She also tested if the rats, in the presence of the lemon smell, would show a diminished startle response than those raised with the control mother, which she found to be true. Briggs was able to use impressive lab equipment called a PPI, which measured numerically the amount of startled response each rat showed.

Another one of Briggs' findings was that rats grown with lemon odor would consume more sugar water compared to rats without. Each rat was put in a chamber with tubes of normal water and sugar water. The rats that had grown up with lemon-scented mothers showed more consumption of sugar water with the lemon odor present.

Sujitha Amalanayagam '10 also used her thesis to test how early olfactory development impacts behavior in rats, but instead, investigated the relationship between olfaction and anxiety. When Briggs was done with her rats, Amalanayagam used the rats to test their anxiety in stressful situations with the presence or absence of lemon odor (the smell of their mother for some of the rats).

One way of testing anxiety was putting the rats in an "elevated plus maze" (an off-the-ground maze in the shape of a plus sign with some sections open and some enclosed). The rats that had grown up with a lemon odor mother responded to the lemon odor present in the maze by venturing to the open sections more than the rats that had grown up with control mothers. Another method used to test their anxiety was to put the two rats in social situations. The lemon-raised rats were put in a social situation together and showed slightly more active behaviors than the control group such as sniffing and biting.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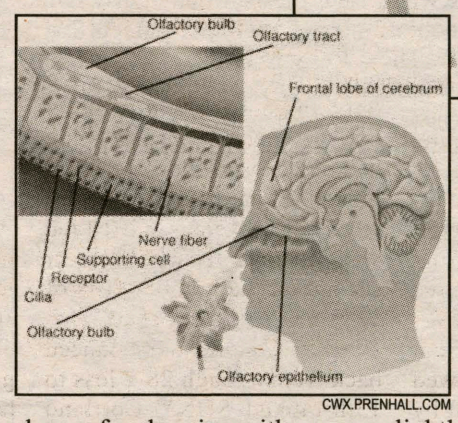

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Rats' anxiety levels can be measured by how adventurous they are in an elevated maze (above). Smell may be linked to their level of anxiety.

These two theses are only a small sample of those completed by seniors this year in every scientific field. Although they take intensive research and long hours of testing, scientific theses produce a quantifiable result and are very satisfying to finish. They are just one more reason to look forward to being a science major.

Women's Lacrosse to Host Liberty League Championship

from W. Lax, page 16

ton leading only 3-2 at halftime. Though Rachel Friedman '13 put one in the back of the net of an assist from Hilary Saverin '10 within the first minute of the second half, Union was able to answer back. The score was tied 4-4 until a free-position goal by Hannah Hoar '13 started a 4-0 unanswered run for the Continentals. Saverin's goal with seven seconds left in regulation was the game-winner for the Continentals, sealing a 9-5 victory and secured the first perfect season in the program's history. The win over Union also provided a fitting backdrop for the Senior Day events.

The team will say goodbye to the following graduating seniors: Matilda Andersson, Kayla Bettenhauser, Kate Fowler, Audrey Nebergall, Liz Rave and Hilary Saverin. This year's team has a lot to be proud of. With the exception of some closer contests against Bowdoin, St. John Fisher, SUNY Cortland and Union, Hamilton has beaten every other opponent by a margin of no less than seven points and some teams by as much as 17. Even in these blowouts, the scoring has remained a team effort, with six offensive players tallying over 20 goals on the season, and five more with at least ten.

The team's success radiates across the entire community, instilling a powerful sense of pride in students, alumni, professors, administrators, staff members and residents of Clinton. Said President Joan Hinde Stewart, "The women's lacrosse team is a shining example of Hamilton student-athletes. The players are remarkable as individuals, and as a team they are inspired. The day they won the [2008] national championship is one I will not forget. I could not have been more proud of Coach Kloidt and her players. With the whole Hamilton community, I look forward to another such victory this spring."

Next season holds plenty of promise as well. Stand-out returners include rising senior Sarah Bray, who remains as much of a threat this season as when she was named the 2008 NCAA Championship Most Outstanding Player her freshman year, putting in 22 goals and contributing an incredibe 38 assists. Anne Graveley '11 added 31 goals and 21 ground balls this season, and along with underclassmen Friedman, Kate Otley '12, Hoar and Ashley Allen '12, will be looked to next year to continue their offensive success.

PHOTO BY ANDY RICHARDSON '10

Midfielder Margaret Pengue '12 attempts to score against the Skidmore defense.

PHOTO BY MIKE DOHERTY

Baseball Ends Season on High Note

from W. Lax, page 16

In Watertown at the Duffy Fairgrounds, they scored six first-inning runs and never gave up the lead, pacing their way to an easy victory. The team rapped out 20 hits, drew nine walks, had two hit batsmen and a whopping total of 32 Hamilton batters that reached base. They chased the St. Lawrence starter without recording an out, scoring six runs on two hits and three walks, including a bases-clearing double by Grady Vigneau '10. Vigneau's double followed Kevin Prindle '13 being hit by a pitch to force in a run. A Dan Peters '13 triple built the lead to 5-0, and he then came home on a Sam Fuentes '13 sacrifice fly for the sixth run of the inning. In addition to his RBI triple, Peters had four more hits. He was five for six overall, the first five-hit game for a Hamilton player since 2006. Vigneau, Prindle and Joe Buicko '11 each had three hits and combined for nine RBI.

Over April 23-24, the team took one game of a three-game set against Middlebury, a series in which 60 runs were scored over three games. Staff ace Max Foster '10 earned his second win of the season in the middle game, pitching five innings, allowing only three runs and striking out two batters. Despite being hampered by injuries all season, Foster set the Hamilton career record for strikeouts in 2010 and also finishes his Hamilton career second on the school's lists of wins and innings pitched.

The Continentals bounced back from a tough 28-2 loss to 13th-ranked SUNY Cortland on April 28 with their sweep of Vassar on May 1. Eli McCargar '10 shut the Brewers out over the final two innings, allowing just one hit, and earned the win. Additionally, it didn't take long for the Continentals to get another five-hit game: Wes Mayberry '10 went 5 for 5 with a homer, a double, two runs scored and two RBI in the 14-8 win. In the second game of the series, a 7-3 win for Hamilton, Dan Kroenig '11 pitched 4.2 innings and allowed a run on five hits for the win. Mayberry and Sam Choate '12 both finished with two hits for the Continentals, who were helped out in the final game by six Vassar errors.

NOTES

Alex Augustyn '10 closed out the season with a scoreless inning, and finished the season with an impressive .400/.487/.611 slash line, a 12-game hit streak; he also finishes his career with 30 doubles, a Hamilton record…Max Foster's 4.45 ERA was the lowest on the Hamilton staff…six Hamilton hitters batted over .300… Stephen Wright '12 earned the Continentals' only save of the season, and one of the team's two shutouts (Augustyn twirling the other)…the Continentals were outslugged by over 100 points during the season…first-year Kevin Prindle was second on the team in batting average (.354).

Track & Field Finishes 7th at NYSCTC Championship

by Jonathan Fung '12
Sports Writer

Members of the track and field team who qualified for the New York State Track Conference Championship at Rensselaer's Harkness Track competed this past weekend. Unlike the NESCAC championship, which was a week prior to States, States requires teams to make cuts in order to promote close, high-level competition.

Both the men's and women's teams performed well. The women placed sixth overall at NYSCTCs. Sprint star Muriel Schwinn '13 won the 100-meter dash with a blistering time of 12.67 seconds. Schwinn had the fastest time going into preliminaries and never looked back as she exploded off the blocks to capture the title of fastest female runner at NYSCTCs. Senior Liz Wahl joined Schwinn in contributing to Hamilton's success by claiming second in the 100-meter dash with a time of 12.78 seconds. The Continentals' sprinter also fared well in the 200-meter dash. Wahl claimed third place with 26.15 seconds while Schwinn finished in fourth by a hair with 26.80 seconds. In Schwinn's final individual event of the meet, she placed fourth in the long jump with a distance of 5.13 meters.

In the 3,000-meter steeplechase, Emily Gaudet '12 performed remarkably, dropping almost 20 seconds from her seed time to claim sixth with a time of 11:58.36. Glen Watkins '12 finished sixth in the 800-meter run with a time of 2:24.12. Sophomore Sara Boak's performance in the 400-meter hurdles earned her eighth place with a time of 1:08.60. Boak's time was just 1.48 seconds shy of the school record. In the field events, Laurie Horesta '12 threw a mark of 31.55 meters to garner sixth place. The women also had a strong showing in all three relays. The team of Boak, Caitlin Hult '12, Emily Heckman '13 and Watkins finished fifth in 9:43.02 in the 4x800-meter relay, dropping more than 20 seconds from their seed time. In the 4x400-meter relay, the team of Boak, Gunter '11, Heckman, and Heywood '13 placed sixth in 4:13.83. In the 4x100-meter relay, the team of Alexandra Americanos '10, Hult, Alex Rimmer '13 and Schwinn stormed to third with a fast time of 50.91.

The men tied for seventh overall with Union College. James Grebey '12 lead in scoring for the men with his first and fourth place finishes in the 1,500-meter run and the 800-meter run, respectively. In the 1,500, Grebey bested the field with a time of 3:58.39. His time in the 800 was 1:57.45. In the 3,000-meter steeplechase, Devon Lynch '11 placed eighth overall. In the field events, Jimmy Alexis '13 placed fifth in his trademark event, the pole vault, with a mark of 4.25 meters. Throwing specialist Joshua Orndorff '11 did well in the shot put with a sixth place finish for a distance of 13.22 meters.

The men gave strong performances in both the 4x400-meter relay and the 4x100-meter relay. The team of Alexis, Garrett Armbruster '10, Mark Breazzano '10 and Cooper Creagan '13 posted a time of 3:38.38 in the 4x400. In the 4x100, the team of Stephen Rosenman '13, Jonathan Traylor '10, Jacob Taylor '13 and Breazzano '10 sprinted to a time of 46.82. The two strong finishes allow Hamilton's seniors to go out with their heads held high, and the underclassmen will look forward to success in next fall and next spring.

H SPECTATOR SPORTS
May 6, 2010

Tennis Has Rough End to Successful Spring Season

by Sophie Hays '12
Sports Writer

Prior to closing their seasons last weekend at Williams, the men's and women's tennis teams hosted matches to end their 2010 spring season.

The women's team lost in a non-conference match against St. Lawrence University 6-3 on April 20th. Vrinda Khanna '13 earned one win for the team, improving her overall record to 6-7 while Melissa Mann '13 earned her fourth win of the year in a rallying match that ended in a third set super tie-break, 10-8. Doubles team Deb Barany '11 and Amelia Mattern '12 earned an 8-4 win—the duo's fourth win this season.

The Hamilton women were defeated by SUNY Geneseo (ranked 16th by the ITA in the Division III Northeast region) 9-0 in their last home match on April 24th. Laura Brantley '10 lost a close match in a third-set super tiebreaker.

The women's team lost 9-0 to the nationally top-ranked Williams team (the coveted spot recently stolen from Amherst College last weekend). Alex Arenson '13 reflected, "Our last match was against Williams and it was a really tough match because they are ranked first in NESCAC, but it was a good learning experience and fun to play such a talented team."

Although the Hamilton men lost their non-conference match to St. Lawrence (ranked one spot higher than Hamilton in the Intercollegiate Tennis Association's Northeast regional rankings) 7-2, Jon Franzel '13 earned his twelfth win of the season, with Drew Libin '12 earning the team's other win that weekend. Last weekend, the Continentals lost their final match to nationally ranked number 12 Williams 9-0. Doubles team Mike Moreno '11 and Jordan Petit '13 lost an evenly close match 8-6 at second flight doubles.

Mike Moreno assessed the season with pride: "We have a young team and are improving. There were no seniors on the team this year so we didn't lose any of our players and we got a regional ranking of No. 18 by the end of our season too"

The Continental women finished their hard-fought season with a 0-7 NESCAC record, 3-12 overall; the men's team 1-6 in the NESCAC, with a 6-11 overall record.

PHOTO BY ANDY RICHARDSON '10

Attacker Elizabeth Rave '10 thwarts past two defenders in a home game against Skidmore College on Apr. 30.

W. Lacrosse Finishes Regular Season 16-0

by Lindsay Getman '10
Production Editor

The Hamilton women's lacrosse team knows one thing for certain: they have the best locker room dance parties of any team they've faced, no matter if they win or lose. And won they have, finishing the 2010 regular season with an unprecedented 16-0 record and a sweep of their Liberty League competition. The Continentals won the league title and earned the right to host the Liberty League Tournament on Steuben Field. They will face off against Rensselaer on Class & Charter Day, May 7 at 2:30 p.m.

The team played their last two games of the regular season at home, and began by beating Skidmore 14-8 on April 30. The Continentals brought their A-game from the outset against the Thoroughbreds, taking more than twice Skidmore's total of shots and leading 7-4 headed into halftime. Kate Fowler '10 spent the game in goal, and recorded four saves. Though Skidmore made good on three of five free-position shots in the second half, they were no match for the Continentals, who notched their seventh of eight Liberty League victories for the season.

In arguably one of the most anticipated matches of the regular season, the Continentals hosted league opponent Union on May 1. This team handed the Continentals their only regular season league loss in the 2009 season, and although Hamilton came back to top the Dutchwomen in overtime during the Liberty League Tournament Championship, a contentious rivalry certainly still exists between the two squads. It was certainly a much more competitive and low-scoring game than the Continentals had seen in a while, with Hamil

*see **W. Lax**, page 15*

Baseball Wins Double-Header at Vassar

by David Meisel '13
Sports Editor

At the end of the season, the men's baseball team gave themselves a "happy bedtime story" by finishing up their 2010 campaign with a doubleheader sweep of Vassar College. The two wins by a combined score of 21-11 were part of a 4-3 run, the most impressive element of which was a 3-1 final stretch in road games. The Continentals also earned their first NESCAC win in this stretch, beating Middlebury College in the second game of a three-game set, their final home series of the year.

The Continentals finished the season with an overall record of 10-23, coming up four wins short of the school-record mark they set last year. With a 6-20 after two losses to Williams on April 18, the team earned wins against St. Lawrence, Middlebury, and Vassar (twice) while losing to Middlebury twice and SUNY Cortland once.

On April 21, the men's squad defeated St. Lawrence 17-10, a score more easily recognized in a game of football.

*see **Baseball**, page 15*

PHOTO BY MIKE DOHERTY

Grady Vigneau '10 tries to catch a runner off first base.